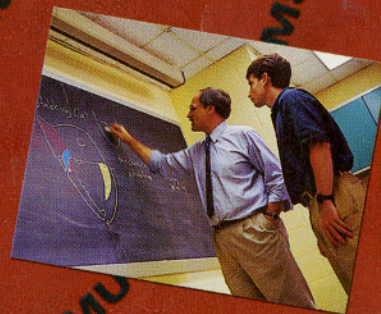




UNIVERSITY OF
MARYLAND



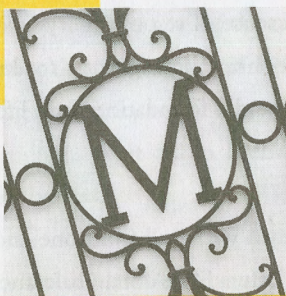
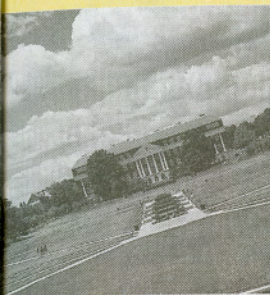
Undergraduate Catalog

2000/2001

UPUB C11.004

UNDERGRADUATE CATALOG

2000-2001



UNIVERSITY OF
MARYLAND

THE UNDERGRADUATE EXPERIENCE



“Strive for clarity, but accept and understand ambiguity.”

That phrase captures one way in which an educated person approaches the world and its challenges. Students who graduate from the University of Maryland have been exposed to the tools that allow them to put that perspective to work. Imparting such a perspective may be an ambitious project for undergraduate education, but to aim for anything less would be unworthy of a great university's goals for its students. In 1988, *Promises to Keep*, a plan for undergraduate education at Maryland, articulated those goals so eloquently we repeat them here.

Undergraduate education at Maryland “aims to provide students with a sense of identity and purpose, a concern for others, a sense of responsibility for the quality of life around them, a continuing eagerness for knowledge and understanding, and a foundation for a lifetime of personal enrichment.”

As we learn with and from one another, we try to “develop humane values,” “celebrate tolerance and fairness,” “contribute to the social conscience,” “monitor and assess private and collective assumptions,” and “recognize the glory, tragedy, and humor of the human condition.” Your years at the University of Maryland can provide you with all the tools you need to accomplish these goals. Students here are “educated to be able to read with perception and pleasure, write and speak with clarity and verve, handle numbers and computation proficiently, reason mathematically, generate clear questions and find probable arguments, reach substantiated conclusions, and accept ambiguity.”

And we also hope you enjoy the journey.



UNIVERSITY OF
MARYLAND



A HISTORICAL TIMELINE

In 1859, on the site now occupied by Morrill Hall, Charles Benedict Calvert, a wealthy planter and later a congressman from Riverdale, established the Maryland Agricultural College. Its purpose was to educate the sons of Maryland farmers and to cultivate the free flow of ideas. After the Civil War, the college became one of the nation's first land-grant colleges under the Morrill Act of 1867, and by 1900 had begun to bring prosperity to the state through its agricultural outreach programs. As it did so, it changed the state and was itself transformed.

By the early 20th century, the college had expanded its offerings into engineering, business and the liberal arts. Women were admitted as students in 1912; by 1929, they numbered more than 300, had graduated from every college in what now was a university, and had become active participants in all aspects of campus life. Shortly before World War I, graduate programs began. In 1920, the college merged with the long-established professional schools in Baltimore, and the Maryland Agricultural College changed its name to the University of Maryland.

Along with much of American society, the university was further transformed by World War II. The university revised its curriculum to provide a strong foundation in the liberal arts and sciences and reshaped its offerings in advanced studies to create a series of "majors" that would serve the

emerging needs of industry, government and society for highly educated citizens. However, like the state of which it was a part, the University of Maryland was segregated by race, and barred African-Americans from attending. Beginning in the post-war period, Maryland's black citizens asserted their right to attend the state's premier public university with ever greater force and power.

In 1950 a successful lawsuit required the university to allow a young black man, Parren Mitchell of Baltimore, to attend graduate classes at College Park. In the following year, Hiram Whittle, another Baltimorean, became the first African-American undergraduate student admitted to this institution. Still, it was not until the 1954 landmark Supreme Court ruling in *Brown vs. Board of Education* that the University of Maryland Board of Regents agreed to accept all qualified students without regard to race. Today this institution is a multicultural, international university, ranking 9th among all non-historically black institutions in the number of African Americans earning bachelor's degrees.

The evolution of the University of Maryland mirrored the pattern of social change in other ways as well. In the 1960s, students here as elsewhere sought more opportunities for self-expression as they joined in the movement to create an egalitarian society. Their concerns in part led to the expansion of curriculum offerings into new areas, such as Afro-American Studies and Women's Studies. A wider choice of electives encouraged students to explore various disciplines; the Individual Studies Program was developed to accommodate students who wanted to pursue cross-disciplinary studies; teacher evaluations encouraged students to critique the quality of classroom instruction, and periodic reviews of programs and administrators became standard.

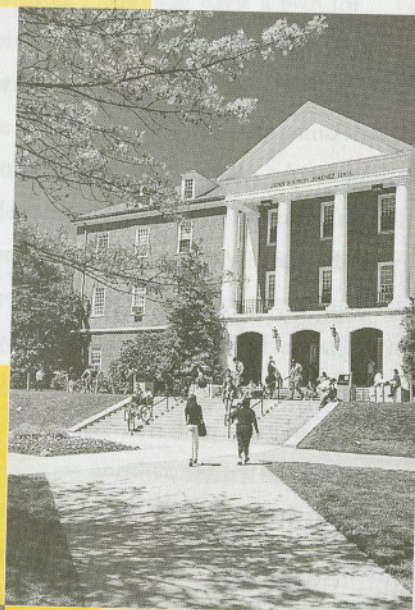
TEACHING AND LEARNING AT MARYLAND

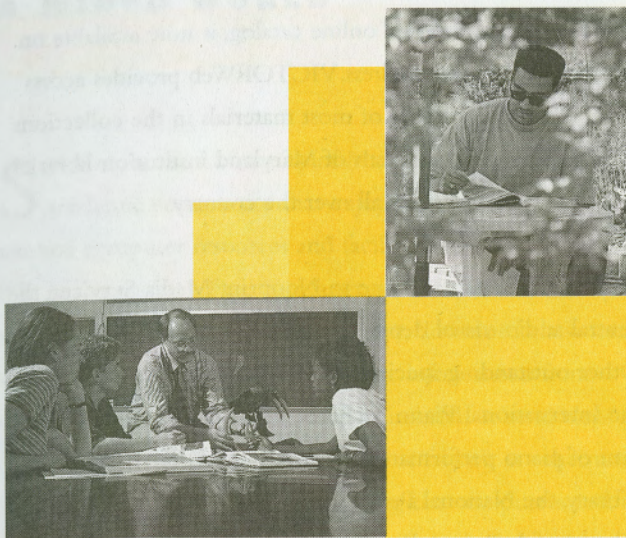
From its pre-Civil War roots as the state's first agricultural college and one of America's original land grant institutions, the University of Maryland has emerged as a public research university of national stature, highly regarded for its broad base of excellence in teaching and research. The momentum of recent years has poised the university to move into the top ranks of higher education and take leadership in shaping the research university of the 21st century.

In 1988, the University of Maryland, College Park, was designated as the flagship institution for the University System of Maryland. Increased undergraduate opportunities for research and individual study; the development of the College Park Scholars Program and the expansion of the University Honors Program; the creation of CORE, the general studies program; and the establishment of the Center for Teaching Excellence all affirmed the legislature's designation of flagship.

The qualifications of entering students have risen each year for the past 10 years, and SATs now range from 1150 to 1320 for the mid-50 percent tier of students. In Fall 1999, 1,239 of the nearly 4,000 admitted first year students scored 1300 or above on their SATs.

There are 13 colleges and schools within the organizational structure of the University of Maryland. Seven of these units—the Smith School of Business, the College of Education, the Clark School of Engineering, the College of Journalism, the College of Computer, Mathematical and Physical Sciences, the College of Library and Information Services and the School of Public Affairs—have been recognized by their peers and in various rankings as among the 25 best in the nation. The breadth of this excellence is a source of pride for students, faculty and staff, and is endorsement for the university's flagship status among the state's institutions of higher education.





ASKING QUESTIONS, QUESTIONING ANSWERS

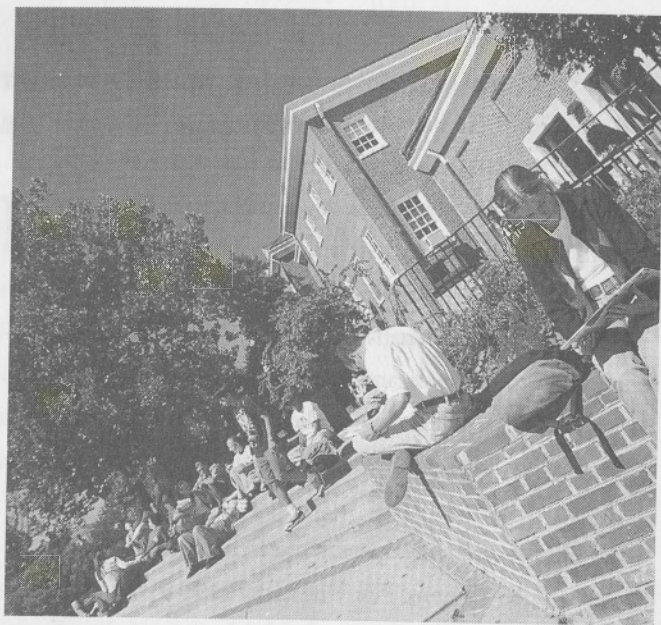
The university's commitment to quality education in a research environment is key to its academic reputation and the success of its graduates. Opportunities for conducting research abound at the University of Maryland and in the surrounding area, both for faculty to advance their own expertise and bring their insights with them into the classroom, and for students to begin their exploration of their special interests with practical experience. On campus, special facilities and a number of organized research centers, bureaus, and institutes promote the acquisition and analysis of new knowledge in the arts, sciences and applied fields.

The university's enviable location—just nine miles from downtown Washington, D.C., and approximately 30 miles from both Baltimore and Annapolis—enhances the research of its faculty and students by providing access to some of the finest libraries and research centers in the country including the Library of Congress, Folger Shakespeare Library, National Archives, National Library of Medicine and National Agricultural Library. In the Baltimore area are the Enoch Pratt Free Library and the Maryland Historical Association Library. The state capital at Annapolis is home to the Maryland Hall of Records. In

recent years, several research opportunities have been created specifically for undergraduates. As early as the second semester of freshman year, students are eligible to participate in the Undergraduate Research Assistant Program. As research assistants, students develop close intellectual relationships with faculty mentors and collaborate on faculty research projects. Multidisciplinary Senior Summer Scholarship grants enable students to spend the summer between their junior and senior years working closely with faculty mentors on scholarly research or artistic projects while earning academic credit.

Additional discipline-specific research opportunities are available off-campus. The University of Maryland is leading a cooperative excavation of the ruined city of Caesarea Maritima in Israel, where Pontius Pilate lived while serving as Roman governor of Judea. Students also participate in archeological digs in Historic Annapolis and in ongoing historical restoration and research projects at Cape May, N.J., and Kiplin Hall in England. Aided by the Maryland Sea Grant, University of Maryland zoologists and microbiologists study the fisheries of the Chesapeake Bay.

Research internships are available through academic departments and experiential learning programs. The sites include federal agencies and private organizations such as the National Zoological Park, Congressional Arts Caucus, Smithsonian Institution, Women's Legal Defense Fund, the National Institutes of Health, National Archives and the U.S. Department of Agriculture. Students may work in Annapolis or on Capitol Hill through the Maryland Legislative Internships.



A QUEST FOR KNOWLEDGE

Seven libraries make up the University of Maryland library system: McKeldin (main) Library, Architecture Library, Art Library, Engineering and Physical Sciences Library, Hornbake Library, Performing Arts Library, White Memorial (Chemistry) Library.

Each of these libraries maintains specialized units and collections in its disciplines. Overall, the libraries' holdings include more than 2.7 million volumes, more than five million microform units, more than 30,000 current periodical and newspaper subscriptions, one million government documents, 350,000 maps, and extensive collections of phonorecords, music CDs, films, filmstrips, slides, prints, and music scores. The libraries also feature a Technical Reports Center collection of more than two million items—an outstanding collection.

Over 200 bibliographic and full-text electronic resources are available to University of Maryland students and faculty through the Libraries' home page and through MdUSA (Maryland University System Access) on the Web at <http://www.lib.umd.edu/UMCP/>. In addition, electronic resources are available in each of the libraries on campus.

VICTOR, the Libraries' online catalog, is now available on the Web at the same address. VICTORWeb provides access to bibliographic records of most materials in the collections of all 13 University System of Maryland institution libraries as well as other libraries all over the country.

Hornbake Library is home to Nonprint Media Services, the central audio-visual department for all campus libraries. Other outstanding special collections housed there include the International Piano Archives, a world-renowned collection of piano performance materials; the Performing Arts Library, the National Public Broadcasting Archives and Library of American Broadcasting. Late night study is available in McKeldin during the Fall and Spring semesters.

McKeldin Library's resources include the National Trust for



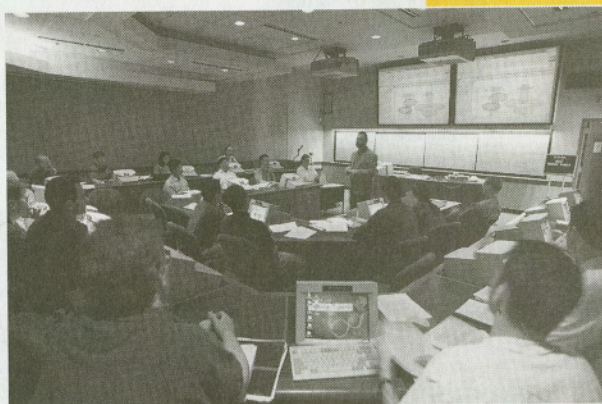
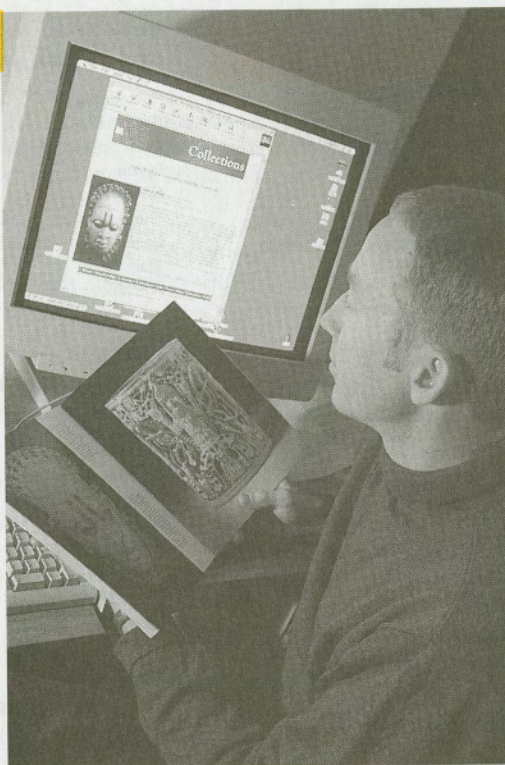
Historic Preservation Library; Marylandia and rare books; University Archives and significant holdings of historical and literary manuscripts; the Katherine Anne Porter Collection; the Gordon W. Prange Collection of Japanese-language publications, 1945–49; the Government Document and Maps Collection; and the East Asia Collection. The U.S. Patent

and Trademark Depository Library is based in the Engineering and Physical Sciences Library.

A WIRED WORLD

Students at the University of Maryland are part of an academic community that enjoys free access to networked computer resources and facilities that are among the best in the country. Free computer accounts enable users to store class work on a networked server, download classroom support materials and other electronic information from campus networked resources such as inforM, or send electronic mail to faculty, fellow students or friends at other universities. And, for additional help using the computers and software, non-credit, short-term "peer training" is available to students throughout each semester.

The University of Maryland's Web site offers a window into the dynamic world of the university. Its home page is an immediate connection into the major academic units and news from all facets of this vital community of 40,000 students, faculty and staff. There, you will also find links to an array of publications including an online Undergraduate Catalog (www.umd.edu/ugradcat) and award-winning publications like the student newspaper, the *Diamondback* (www.umd.edu/Diamondback), and the university's magazine, *College Park* (www.umd.edu/cpmag).



UNDERGRADUATE PROGRAMS OF STUDY

COLLEGE OF AGRICULTURE AND NATURAL RESOURCES (AGNR)

Animal Sciences
Agricultural and Resource Economics
Agriculture/Veterinary (combined)
Agronomy
Biological Resources Engineering
Dietetics
Environmental Science and Policy
Food Science
General Agricultural Sciences
Horticulture
Landscape Architecture
Natural Resources Science
Nutritional Science

SCHOOL OF ARCHITECTURE (ARCH)

COLLEGE OF ARTS AND HUMANITIES (ARHU)

American Studies
Art
Art History and Archaeology
Asian and East European Languages and Cultures
Chinese
Classics
Comparative Literature Program
Dance
English Language and Literature
French Language and Literature
Germanic Studies
History
Italian Language and Literature
Japanese
Jewish Studies
Linguistics
Music/Music Performance
Philosophy
Portuguese Language and Literature
Romance Languages
Russian Area Studies
Russian Language and Literature
Spanish Language and Literature
Theatre
Women's Studies

COLLEGE OF BEHAVIORAL AND SOCIAL SCIENCES (BSOS)

Afro-American Studies
Anthropology
Criminology and Criminal Justice
Economics
Environmental Science and Policy
Geography
Government and Politics
Hearing and Speech Sciences
Psychology
Sociology

ROBERT H. SMITH SCHOOL OF BUSINESS (BMGT)

Accounting
Business/Law
Decision and Information Technology
Finance
General Business and Management
Human Resources Management
Logistics and Transportation
Marketing
Operations and Quality Management

COLLEGE OF COMPUTER, MATHEMATICAL, AND PHYSICAL SCIENCES (CMPS)

Astronomy
Computer Engineering
Computer Science
Environmental Science and Policy
Geology
Mathematics
Meteorology
Physical Sciences
Physics

COLLEGE OF EDUCATION (EDUC)

Early Childhood Education
Elementary Education
Secondary Education
Special Education
Art
English
Foreign Language
Mathematics
Music
Science
Social Studies
Speech and English
Theatre and English

A. JAMES CLARK SCHOOL OF ENGINEERING (ENGR)

Aerospace Engineering
Biological Resources Engineering
Chemical Engineering
Civil Engineering
Computer Engineering
Electrical Engineering
Engineering (B.S. in)
Environmental Science and Policy
Fire Protection Engineering
Materials Science and Engineering
Mechanical Engineering
Nuclear Engineering

COLLEGE OF HEALTH AND HUMAN PERFORMANCE (HLHP)

Family Studies
Health Education
Kinesiological Sciences
Kinesiology

COLLEGE OF JOURNALISM (JOUR)

COLLEGE OF LIFE SCIENCES (LFSC)

Biochemistry
Biological Sciences
Biology
Cell Biology and Molecular Genetics
Entomology
Environmental Science and Policy

UNDERGRADUATE STUDIES (UGST)

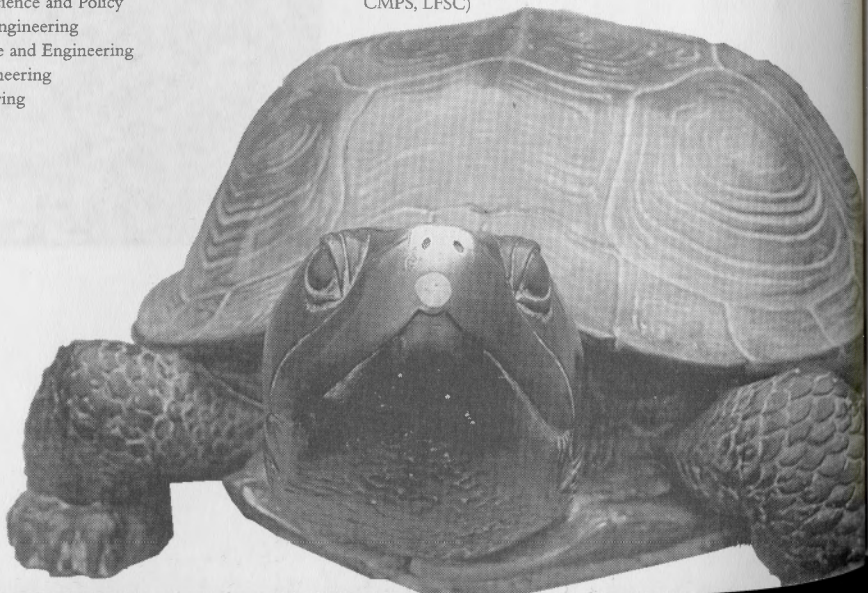
CIVICUS
College Park Scholars
Division of Letters and Sciences
Gemstone
Individual Studies Program
Law and Health Professions
Pre-Dental Hygiene
Pre-Dentistry
Pre-Law
Pre-Medical Technology
Pre-Medicine
Pre-Nursing
Pre-Occupational Therapy
Pre-Optometry
Pre-Osteopathic Medicine
Pre-Pharmacy
Pre-Physical Therapy
Pre-Podiatric Medicine
University Honors Program

CAMPUS-WIDE CERTIFICATES

Afro-American Studies
East Asian Studies
Latin-American Studies
Science, Technology, and Society
Women's Studies

MULTI-COLLEGE PROGRAMS

Computer Engineering (CMPS, ENGR)
Environmental Science and Policy (AGNR, BSOS, CMPS, LFSC)



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College of Health and Human Performance	73
College of Journalism*	74
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*This college is not organized by departments. This chapter includes all information on the college's program requirements.

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Biological Sciences Program	91
Biology (BIOL)	91
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2000-2001 ACADEMIC CALENDAR

SUMMER SESSION I, 2000

First Day of Classes	June 5
Last Day of Classes	July 14

SUMMER SESSION II, 2000

First Day of Classes	July 17
Last Day of Classes	August 25

FALL SEMESTER, 2000

First Day of Classes	August 30
Holiday	September 4
Thanksgiving Recess	November 23-26
Last Day of Classes	December 12
Study Day	December 13
Final Examinations	December 14-20
Commencement	December 21

WINTER TERM, 2001

First Day of Classes	January 3
Holiday	January 15
Last Day of Classes	January 23

SPRING SEMESTER, 2001

First Day of Classes	January 29
Spring Recess	March 19-25
Last Day of Classes	May 15
Study Day	May 16
Final Exams	May 17-23
Commencement	May 24

GUIDE TO INFORMATION

VISIT MARYLAND'S WORLD WIDE WEB SITE AT: <http://www.umd.edu>

Publications

Departmental Brochures: Small brochures describing many of the departments and programs at the University of Maryland, College Park, are available free. Write to the Office of Undergraduate Admissions, Mitchell Building, University of Maryland, College Park, MD 20742, or contact the department directly.

Graduate Catalog: For information, call (301) 314-4198, or write to the Graduate Office, Lee Building, University of Maryland, College Park, MD 20742. The online graduate catalog is at: <http://www.inform.umd.edu/GradCat>

Viewbook: The University of Maryland publishes a free mini-catalog and application packet for prospective undergraduate students. For a copy of this booklet, call (301) 314-8385 or write to the Office of Undergraduate Admissions, Mitchell Building, University of Maryland, College Park, MD 20742.

Schedule of Classes: The *Schedule of Classes* lists course offerings and class times and room assignments, registration dates and procedures, deadlines, fees, and general information. The schedule is published four times a year, twice each semester. The first edition is available prior to early registration for the spring and fall semesters. The second edition, published a few weeks before the beginning of each semester, updates course offerings and registration procedures. The schedule is available to all students free of charge and can be picked up at the Mitchell Building, Stamp Student Union, Hornbake Library and McKeldin Library. The *Schedule of Classes* is available online at: <http://www.testudo.umd.edu/ScheduleOfClasses.html>

Undergraduate Catalog: The *Undergraduate Catalog* is made available to all students admitted to the university, and is available free to all undergraduates and faculty with a valid university ID. Copies are available for consultation in libraries and in high schools in Maryland, the District of Columbia, and Virginia. Copies are on sale to the general public for \$2.50 to cover postage and handling. Send a check (payable to University Book Center) to the University Book Center, Stamp Student Union, University of Maryland, College Park, MD 20742. Write "Catalog" on the check. Please allow four weeks for delivery. For instructions on how to pay by credit card, please call (301) 314-B00K. The catalog is also available online at: <http://www.inform.umd.edu/ugradcat>

FREQUENTLY CALLED NUMBERS

General Information	(301) 405-1000
Admissions	(301) 314-8385
Advising	(301) 314-8418
Financial Aid	(301) 314-8313
Housing, Off-Campus	(301) 314-3645
Housing, On-Campus	(301) 314-2100
Orientation	(301) 314-8217
Parking	(301) 314-PARK
Student Accounts	(301) 405-9041
Summer Programs	(301) 405-6551
Undergraduate Studies	(301) 405-9363

GENERAL INFORMATION

Policy Statements, Residency Classification, and Accreditation

The University of Maryland is an equal opportunity institution with respect to both education and employment. The university does not discriminate on the basis of race, color, religion, national origin, sex, age, or handicap in admission or access to, or treatment or employment in, its programs and activities as required by federal (Title VI, Title IX, Section 504) and state laws and regulations. Inquiries regarding compliance with Title VI of the Civil Rights Act of 1964, as amended, Title IX of the 1972 Educational Amendments, Section 504 of the Rehabilitation Act of 1973, or related legal requirements should be directed to:

Director
Office of Human Relations
1107 Hornbake Library
University of Maryland
College Park, MD 20742
Telephone: (301) 405-2838

Inquiries concerning the application of Section 504 and part 34 of the C.F.R. to the University of Maryland, College Park, Maryland, may be directed to:

Director
Disability Support Service
0126 Shoemaker Hall
University of Maryland
College Park, MD 20742
Telephone: (301) 314-7682, (voice); (301) 314-7683, (TTY)

In addition to the university's statement of compliance with federal and state laws, the University Human Relations Code notes that the University of Maryland, College Park, affirms its commitments to a policy of eliminating discrimination on the basis of race, color, creed, sex, sexual orientation, marital status, personal appearance, age, national origin, political affiliation, physical or mental disability, or on the basis of the exercise of rights secured by the First Amendment of the United States Constitution.

(Complete texts of the University Human Relations Code and the Campus Policies and Procedures on Sexual Harassment are printed in Appendix A and Appendix B.)

Disclaimer: The provisions of this publication are not to be regarded as a contract between the student and the University of Maryland. Changes are effected from time to time in the general regulations and in the academic requirements. There are established procedures for making changes, procedures which protect the institution's integrity and the individual student's interest and welfare. A curriculum or graduation requirement, when altered, is not made retroactive unless the alteration is to the student's advantage and can be accommodated within the span of years normally required for graduation. The university cannot give assurance that all students will be able to take all courses required to complete the academic program of their choice within eight semesters. Additionally, because of space limitations in limited enrollment programs, the university may not be able to offer admission to all qualified students applying to these programs.

When the actions of a student are judged by competent authority, using established procedure, to be detrimental to the interests of the university community, that person may be required to withdraw from the university. (For the complete University of Maryland Code of Student Conduct, see Appendix C.)

Residency Classification: For admission, tuition, and charge differential purposes, students are classified as in-state or out-of-

state residents. Residency status is initially determined when a student's application for admission is being considered. For more information on the guidelines used to determine residency classification see Chapter 1 and Appendix H of this catalog. Questions regarding residency status or petitions for reclassification should be directed to the Residency Classification Office, 1118 Mitchell Building, (301) 405-2030.

Important Information on Fees and Expenses: All students who pre-register incur a financial obligation to the university. Those students who pre-register and subsequently decide not to attend must notify the Registrations Office, 1130A Mitchell Building, in writing, prior to the first day of classes. If this office has not received a request for cancellation by 4:30 p.m. of the last day before classes begin, the university will assume the student plans to attend and accepts his or her financial obligation.

After classes begin, students who wish to terminate their registration must follow the withdrawal procedures and are liable for charges applicable at the time of withdrawal.

State of Maryland legislation has established a State Central Collections Unit, and in accordance with state law, the university is required to turn over all delinquent accounts to it for collection and legal follow-up. This is done automatically on a month-to-month basis by computer read-out.

Collection Costs: Collection costs incurred in collecting delinquent accounts will be charged to the student. The minimum collection fee is 17%, plus any attorney and/or court costs.

Gender Reference: The masculine gender whenever used in this document is intended to include the feminine gender as well.

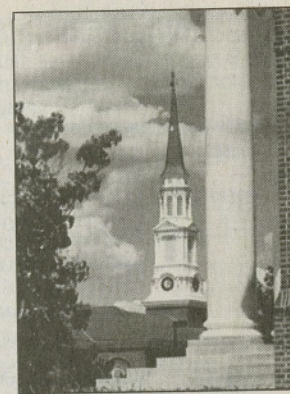
Smoking Policy: It is hereby established as the policy of the University of Maryland, College Park, to achieve a public environment as close to smoke-free as practicably possible. (See Appendix E of this catalog for the complete "Smoking Policy and Guidelines.")

Disclosure of Information: In accordance with "The Family Educational Rights and Privacy Act of 1974" (P.L. 93-380), popularly referred to as the "Buckley Amendment," disclosure of student information, including financial and academic, is restricted. Release to anyone other than the student requires a written waiver from the student. (For complete university policy on access to and release of student data/information, see Appendix D.)

Accreditation: The University of Maryland, College Park, is accredited by the Middle States Association of Colleges and Secondary Schools and is a member of the Association of American Universities. In addition, individual colleges, schools, and departments are accredited by such groups as the American Assembly of Collegiate Schools of Business, the American Chemical Society, the National Association of Schools of Music, the Accrediting Council on Education in Journalism and Mass Communications, the Committee on Accreditation of the American Library Association, the American Psychological Association, the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology (see School of Engineering for a listing of accredited engineering programs), the National Council for Accreditation of Teacher Education, the National Architectural Accrediting Board, the American Dietetic Association, the Planning Accreditation Board of the American Planning Association, the Council on Rehabilitation Education, the Council for Accreditation of Counseling and Related Educational Programs, the Institute of Food Technologists, the Association of Marriage and Family Therapists, and the Educational Standards Board of the American Speech-Language Hearing Association.

CHAPTER 1

ADMISSION REQUIREMENTS AND APPLICATION PROCEDURES



FRESHMAN ADMISSION

The University of Maryland, College Park, is a publicly supported, land-grant, research institution dedicated primarily to the educational needs of Maryland residents. Within its responsibilities as a state institution, the university attracts a cosmopolitan student body and each year offers admission to a number of promising students from other states and jurisdictions. Currently, all 50 states, the District of Columbia, 3 territories, and more than 150 foreign countries are represented in the undergraduate population. Admission policies are determined by the Board of Regents.

We seek academically successful applicants with a diverse variety of backgrounds, geographic origins, and personal experiences, and who demonstrate the potential to contribute significantly to the university's campus and community life. The Admission Committee considers each application for freshman admission individually, reviewing the student's academic record, the rigor of the student's high school academic program, standardized admission test scores, class rank (if available), essay, extracurricular activities, counselor recommendation, and other letters of recommendation. Maryland residency, special talents and/or abilities, personal background, and Maryland alumni/ae affiliation may be taken into consideration.

As prescribed by the Board of Regents, the university expects all applicants, at a minimum, to have completed by graduation the following course work: four years of English; three years of mathematics, including algebra II and plain geometry; three years of history or social science; two years of laboratory science; and two years of a foreign language. This criteria represent the minimum requirements to be considered for admission. Successful applicants typically present academic credentials which exceed the minimum, including a fourth year of mathematics, several honors and/or Advanced Placement (AP) or International Baccalaureate (IB) courses, and additional academic electives.

Admission to the University of Maryland is competitive. Each year, we receive more than 20,000 applications for a fall freshman class of 4,000. As a result, we are unable to offer admission to all students who have the ability to be academically successful at Maryland.

High School Record

In general, the University of Maryland requires freshman applicants to earn a high school diploma prior to their first registration at the university. Applicants should make sure that final high school transcripts are sent to the Office of Undergraduate Admissions prior to enrolling. All offers of admission are contingent upon satisfactory completion of current work.

Each applicant's previous academic achievement is reviewed according to the information available on the student's high school transcript through eleventh grade. In some cases, mid-year grades for the senior year also will be considered. The Admission Committee considers the following academic criteria when evaluating candidates for admission: nature and rigor of course load, grades in academic courses, progress as reflected in grades over time, and performance compared with high school peers. High school grades will be reviewed in the context of the level of course work taken.

Standardized Admission Test Scores

All freshman applicants must present results from either the ACT or the SAT I. Test results may be submitted directly to the University of Maryland, College Park, by the American College Testing Program for the ACT or the

Educational Testing Service for the SAT I, or by the high school. The applicant is strongly urged to include his or her social security number when registering for either test. The social security number will expedite processing of the application for admission. The reporting code for the University of Maryland, College Park, is 1746 for applicants submitting the ACT, and 5814 for those submitting the SAT I. The university strongly recommends that these tests be taken as early as possible, but no later than December for priority applicants and January for general applicants. Further information on both tests may be obtained from high school guidance counselors or directly from the American College Testing Program, Iowa City, IA 52243 and the Educational Testing Service, Princeton, NJ 08540.

Additional Criteria

Priority for admission is given to those students who demonstrate outstanding academic success as measured by the nature and the rigor of their curricula and academic achievements, and by their aptitude for college success as evidenced by their performance on nationally normed standardized tests. We also seek to admit students who will contribute to Maryland's campus and community life, and look for evidence of this by considering applicants' extracurricular activities and personal backgrounds. The most successful applicants, however, demonstrate a balance of outstanding academic achievement and extracurricular involvement.

Most successful applicants submit the required personal essay and counselor recommendation, a list of extracurricular activities, and one or two additional letters of recommendation from academic subject area teachers.

Application Forms

Undergraduate application forms may be obtained by calling 1-800-422-5867 or (301) 314-8385, by sending an electronic mail message to um-admit@uga.umd.edu, by writing to the Office of Undergraduate Admissions, Mitchell Building, University of Maryland, College Park, MD 20742-5235, or by visiting your high school guidance office. Applications may also be requested and submitted on-line via the World Wide Web at <http://www.uga.umd.edu>, the Undergraduate Admissions web site.

Application Fee

A non-refundable application fee is required with each application. The fee for U.S. citizens and permanent residents is \$45; the fee for international students and non-immigrants is \$65.

Fall Semester Freshman Admission

The University of Maryland strongly encourages all applicants to apply by our priority application deadline to assure best consideration for admission, merit scholarships, and invitation to the University Honors Program or College Park Scholars. A completed application includes an official high school transcript, SAT I or ACT scores, essay, guidance counselor recommendation form, application form, and application fee.

Students who submit completed applications by the priority application deadline of December 1 will be mailed a decision letter on February 1. When requested, students should submit first-semester, senior-year grades no later than February 15 to be reconsidered for admission. Students who submit completed applications by the general application deadline of

2 Admission Requirements and Application Procedures

February 15 will be mailed a final admission decision on April 1. Applications received after February 15 are reviewed on a space-available basis. Because of space limitations, the university may not be able to offer admission to all qualified applicants.

The following calendar describes the admission process for Fall semester freshman applicants:

- December 1** **Priority application date:** Students who submit their complete applications by this date (postmarked) will receive best consideration for fall admission, merit scholarships, and invitation to University Honors or College Park Scholars. *This is not an early decision program; all admitted students have until May 1 to confirm their enrollment.*
- February 1** **Admission decisions released to priority applicants.** Applicants may be admitted, denied, placed on a wait list, or asked to submit first-semester, senior year grades.
- February 15** **General application date.** Applications received *after* this date will be reviewed for admission and decisions released on a rolling, space available basis.
- Priority financial aid application deadline.** For more information about need-based financial aid, see chapter 2.
- Date to submit requested mid-year grades for reconsideration.**
- May 1** **Confirmation Date.** Deadline (postmarked) for confirming fall enrollment and requesting on-campus housing/meals.
- June 1** **Students on wait list notified of final admission decision.**

Spring Semester Freshman Admission

The application deadline for Spring semester freshman admission is December 15. Applications received after this date will be considered on a rolling, space-available basis.

Financial Aid Applications

Students seeking financial assistance should apply for financial aid **before** receiving their letter of admission. The priority financial aid application deadline is February 15. More information is available about Financial Aid in chapter 2.

Early Admission Options for High-Achieving High School Students

Concurrent Enrollment: Talented high school seniors have the opportunity to enroll at the University of Maryland for two courses, or seven credits, each semester. Successful applicants will have pursued a rigorous high school program and will have indicated exceptional performance and ability achieved over time. To apply, students must submit: the completed application and fee; high school transcript; an essay explaining why they are interested in the program; a letter of recommendation from the high school; and a letter of permission from the parents or guardian. Students must live within commuting distance. Tuition is assessed on a per-credit-hour basis. All mandatory fees apply in full.

Summer Enrollment: High school students with a strong high school record may be considered for enrollment in courses during the summer preceding their junior or senior year. They must file a regular application for undergraduate admission, including an official high school transcript. Tuition is assessed on a per-credit-hour basis. All mandatory fees apply in full.

Early Admission: Although the University of Maryland generally requires applicants to earn a high school diploma prior to their first full-time registration, the university will admit a limited number of well-qualified students without high school diplomas. Successful applicants will have pursued a rigorous high school program and will have indicated exceptional performance and ability achieved over time. Students must be within two

credits of high school graduation and have the commitment of the high school to award a diploma after successful completion of the freshman year at Maryland. To apply, students must submit: the completed application and fee; high school transcript and SAT I or ACT results; an essay explaining how they will benefit from the program; and a letter of permission from the parents or guardian. Early admission students are eligible for on-campus housing, scholarships based on academic achievement, the University Honors Program, and College Park Scholars. Early application is advised.

Gifted Student Admission: The university will consider for admission a limited number of gifted students who have completed at least the seventh grade. Competitive applicants must have a superior academic record as measured by grades and standardized test scores. Students must have an initial conference with a member of the Undergraduate Admissions staff. The Admission staff member may, if it is deemed helpful to the admission decision, make referrals for further assessment to campus counseling services. Students admitted under this category are usually limited to six credits of enrollment per semester.

Students With Learning Disabilities

The University of Maryland expects that all students admitted to its degree programs will fulfill all of the published requirements for graduation. These requirements are widely published, and include fundamental studies in English and mathematics, as well as other general education requirements of the CORE program, and all curriculum requirements of the major program and the degree-granting college or school. Students should not accept an offer of admission with the expectation that any requirement will be waived. For additional information about the admission process for students with documented learning disabilities, please contact the Office of Undergraduate Admissions.

High School Equivalency Examination (GED)

Maryland residents who are at least 16 years of age and who have not received a high school diploma may be considered for admission, provided they have earned the high school General Education Equivalency (GED) certificate. In order to be considered for admission, the applicant must present an above average total score, as well as above average scores on each of the five parts of the test.

Non-Accredited/Non-Approved High School

Students from non-accredited/non-approved high schools who seek admission to the University of Maryland should contact the Office of Undergraduate Admissions for information.

Advanced Placement (AP) Credit

The University of Maryland encourages applicants to seek AP credit so that academically successful students may move forward in their programs at an appropriate pace. However, credit is not granted for all exams offered by the College Board. Credits are accepted and courses are exempted, based on departmental approval, according to the chart on the following page. Students should arrange to have their scores sent directly to the University of Maryland from the Educational Testing Service; the code is 5814. Students should also inform their advisers at Orientation that they anticipate receiving AP credit, because this information may affect their placement in subject-matter courses.

If a student has already received AP credit at another institution, this credit will be reevaluated. The score received must be equivalent to the minimum score the University of Maryland accepted at the time the test was taken; otherwise, the credit will not be eligible for transfer. AP credits that are accepted are recorded as transfer credit on University of Maryland records, and figure in the total number of credits earned toward graduation. Students may not receive AP credit for an equivalent course taken at the University of Maryland or elsewhere. If students earn credit in a course equivalent to an AP exam for which they also earned credit, the AP credit will be deleted from their records. Students should check with their advisers for detailed information on the assignment of AP credit.

Please note that the chart represents a general outline of AP credit. In all cases, credit is available only for grades of 3 or higher, subject to ongoing departmental reevaluation. All departments reserve the right to reevaluate the content of exams and to change the assignment of credit and course equivalences. Any new exams offered after February 15, 1999, may or may

2000-2001 University of Maryland Advanced Placement (AP) Exams and Credit Table

AP Exam Title	Score	Related Course	Cr	Maj	Core	Notes
Art History	3 4, 5	ARTH 100 ARTH 201	3 3	No Yes	Yes Yes	ARTH 100 or ARTH 201 fulfills CORE-Arts requirement. Contact department for placement, 405-1479.
Art Art-Drawing Art-General	4, 5 4, 5	ARTT 110 LL Elective	3 3	Yes No	No No	Students interested in establishing credit for specific courses must submit portfolio for evaluation; call 405-1442.
Biology	4, 5	BIOL 105 and LL Elective	8	Yes No	Yes No	BIOL 105 fulfills a major requirement in all Life Sciences; it also fulfills CORE-Lab (Life) Science requirement. Contact the College of Life Sciences for placement, 405-2080.
Chemistry	4 5	CHEM 103 CHEM 103 and CHEM 113	4 8	Yes Yes Yes	Yes Yes Yes	CHEM fulfills a major requirement in all Life Sciences; it also fulfills CORE-Lab (Physical) Science requirement. Contact department for placement, 405-1791.
Computer Science Comp. Sci. A Comp. Sci. AB	4, 5 4 5	LL Elective LL Elective LL Elective	4 4 6	No No No	No No No	Credit will be given for either the A or the AB exam, not both. Students receiving a score of 4 or 5 on either exam are exempt from CMSC 106 and CMSC 114. Contact department for placement, 405-2672.
Economics Macroeconomics Microeconomics	4, 5 3 4, 5	ECON 201 ECON 105 ECON 200	3 3 3	Yes No Yes	Yes Yes Yes	Economics majors must score 4 or 5 to receive credit toward the major. ECON fulfills one of two CORE-Social/Behavioral Science requirements. Contact department for placement, 405-3491.
English Literature & Comp Language & Comp	3 4, 5 3 4, 5	LL Elective LL Elective and ENGL 240 LL Elective ENGL 101	3 6 3 3	No No Yes No No	No No Yes No *	Students with score of 4 or 5 on Lang and Comp exam satisfy CORE-Fundamental Studies Freshman Writing requirement (*ENGL 101). Students with credit for the Language exam may not receive credit for ENGL 291 or its equivalent. ENGL 240 fulfills CORE-Literature requirement. Contact department for placement, 405-3825.
Environmental Sci	4, 5	ENSP 101	3	Yes	No	Majors with a score of 4 or 5 should enroll in ENSP 102.
French Language Literature	4 5 4 5	FREN 203 FREN 204 and FREN 211 FREN 204 FREN 204 and FREN 250	4 6 3 6	No Yes No Yes Yes Yes	Yes Yes No Yes Yes Yes	<u>Language</u> : Students with score of 4 who wish to continue must enroll in FREN 204; with score of 5 must enroll in 300-level courses. <u>Literature</u> : Students with score of 4 must enroll in FREN 250; with score of 5 must enroll in 300-level courses. FREN 203 or 204 fulfills CORE-Humanities requirement; FREN 250 fulfills CORE-Literature requirement. Contact department for placement, 405-4034.
Geography, Human	3, 4, 5	GEOG 202	3	Yes	Yes	GEOG 202 fulfills one of two CORE-Social/Behavioral Science requirements. Contact department for placement 405-4073.
German	4 5	GERM 201 GERM 201 and GERM 202	4 7	No No No	Yes Yes Yes	Students with score of 4 who wish to continue must enroll in GERM 202; with score of 5 must enroll in GERM 220. Contact department for placement, 405-4091.
Gov't & Politics United States Comparative	3, 4, 5 3, 4, 5	GVPT 170 GVPT 280	3 3	Yes Yes	Yes No	GVPT 170 fulfills one of two CORE-Social/Behavioral Science requirements. Contact department for placement, 405-4136.
History United States European	4 5 4 5	HIST 156 or HIST 157 HIST 156 and HIST 157 HIST 112 or HIST 113 HIST 112 and HIST 113	3 6 3 6	Yes Yes Yes Yes Yes Yes Yes	Yes Yes Yes Yes Yes Yes Yes	<u>U.S. History</u> : A score of 4 will be awarded three credits as chosen by the student (HIST 156 or HIST 157). A score of 5 will be awarded six credits (HIST 156 and 157). Either fulfills CORE-History requirement. <u>European History</u> : A score of 4 will be awarded three credits as chosen by the student (HIST 112 or 113). A score of 5 will be awarded six credits (HIST 112 and HIST 113). HIST 112 fulfills CORE-Humanities requirement; HIST 113 fulfills CORE-History requirement.

4 Admission Requirements and Application Procedures

AP Exam Title	Score	Related Course	Cr	Maj	Core	Notes
Latin Vergil Catullus & Cicero Catullus & Horace Catullus & Ovid	4, 5 4, 5 4, 5 4, 5	LATN 201 LATN 201 LATN 201 LATN 201	4 4 4 4	Yes Yes Yes Yes	Yes Yes Yes Yes	Students with score of 4 or 5 in any AP Latin test may not take LATN201 or lower for credit. Students with score of 4 or 5 in more than one AP Latin test may receive additional credit. Contact department for placement and credit adjustment, 405-2013.
Mathematics Calculus AB Calculus BC Calculus BC w/ AB Subscore	3, 4, 5 3, 4, 5 3, 4, 5	MATH 140* MATH 140 and MATH 141 MATH 140	4 8 4	Yes Yes Yes Yes	Yes Yes Yes Yes	*MATH 141 may be completed through credit-by-exam. MATH 140 fulfills both CORE-Fundamental Studies Math requirement and CORE-Math & Formal Reasoning non-lab requirement. Students who receive credit for MATH 140 or 140 & 141 may not receive credit for MATH 220 or 220 & 221. Contact department for placement, 405-5053. The Calculus BC w/ AP subscore is treated as if the BC exam was the AB exam. Students may not receive AB subscore credit if credit was awarded for the BC exam.
Music Listening/Literature Theory (Non-Maj) Theory (Majors)	3, 4, 5 4, 5 4 5	MUSC 130 MUSC 140 MUSC 150 MUSC 150 and MUSC 151	3 3 3 6	No No Yes Yes	Yes Yes No No	Music majors with score of 4 on the Theory exam should take MUSC 151. MUSC 130 or 140 fulfills CORE-Arts History/Theory requirement. Contact department for placement, 405-5561.
Physics Physics B Physics C Mechanics Elec./Magnet.	4, 5 4, 5 4 5	PHYS 121 and PHYS 122 PHYS 141 or PHYS 161 or PHYS 171 PHYS 142 or PHYS 262 PHYS 142 or PHYS 262 or PHYS 272	8 4 4 4	No No Yes Yes No Yes Yes Yes	Yes Yes Yes Yes Yes Yes Yes Yes	PHYS 121 and 122 fulfill CORE-Lab (Physical) Science requirement. <u>Physics C</u> exams fulfill major requirements in Life Sciences, Engineering, or Physics; they also fulfill the CORE-Lab (Physical) Science requirement. A score of 4 or 5 on the Physics C exams will be awarded four credits as chosen by the student and his/her advisor. Students must have credit for AP Calculus BC to take the next course in sequence. Contact department for placement, 405-5979.
Psychology	4, 5	PSYC 100	3	Yes	Yes	The AP exam counts towards the 35 required major credits; to qualify for the major, a student must earn a 2.5 GPA in PSYC 200 & either PSYC 221 or 235. PSYC 100 fulfills one of two CORE-Social/Behavioral Science requirements. Contact department for placement, 405-5866.
Spanish Language Literature	4 5 4 5	SPAN 201 SPAN 202 and SPAN 207 SPAN 221 SPAN 207 and SPAN 221	4 6 3 6	No No Yes Yes Yes Yes	Yes Yes No Yes No Yes	<u>Language</u> : Students with score of 4 who wish to continue must enroll in SPAN 202, 211 or 207; with score of 5 must enroll in 300-level courses. <u>Literature</u> : Students with score of 4 or 5 must enroll in 300-level courses. <u>CORE</u> : SPAN 201 or 202 fulfills CORE-Humanities requirement; SPAN 221 fulfills CORE-Literature requirement. Contact department for placement, 405-6452.
Statistics	3, 4, 5	STAT 100	3	*	Yes	STAT 100 fulfills CORE-Fundamental Math requirement and CORE-Math & Formal Reasoning non-lab requirement. * STAT 100 fulfills program requirements in certain majors. Consult advisor.

Please Note: LL refers to courses at the lower (100 and 200) level. Students may not receive credit for AP courses and for equivalent UMCP courses or transfer courses (including IB or CLEP). Credit will be deleted in such cases. Decisions about applicability of courses to CORE are updated on an ongoing basis. Consult Schedule of Classes for most recent information. Native speakers may not earn AP credit for the French, German or Spanish language exams.

Admission Requirements and Application Procedures 5

2000-2001 University of Maryland Exams International Baccalaureate Exams (IB) and Credit Table

IB Exam Title	Score	Related Course	Cr	Maj	Core	Notes
Art Design	5, 6, 7	See Notes				Under review. Student should bring relevant materials to ARTH department.
Biology Higher Higher	5 6, 7	LL Elective BIOL 105 & LL Elective	4 8	No Yes	No Yes	BIOL 105 fulfills a major requirement in all Life Sciences; also fulfills CORE-Lab (Life) Science requirement. Contact the College of Life Sciences for placement, 405-2080.
Chemistry Higher Higher	5 6, 7	CHEM 103 CHEM 103 & CHEM 113	4 8	Yes Yes	Yes Yes	CHEM fulfills requirement for all Life Science majors; also fulfills CORE-Lab (Physical) Science requirement. Contact department for placement, 405-1791.
Computing Higher	5, 6, 7		3			Contact department for placement, 405-2672.
Economics Either Either	5 6, 7		3 6			Contact department for placement, 405-3491.
English A/B Higher	5, 6, 7	ENGL 240	3	Yes	Yes	ENGL 240 satisfies CORE-Literature requirement. Contact department for placement, 405-3825.
French Subsidiary Subsidiary Higher Higher	5 6, 7 5 6, 7	FREN 203 FREN 204 & FREN 211 FREN 204 & FREN 250 FREN 204 & FREN 211 & FREN 250	4 6 6 9	No Yes No Yes Yes No Yes	Yes Yes Yes Yes Yes No Yes	<u>Subsidiary</u> : Students with score of 5 who wish to continue must enroll in FREN 204; with score of 6 or 7 must enroll in 300-level courses. <u>Higher</u> : Students with score of 5, 6 or 7 must enroll in 300-level courses. FREN 203 or 204 fulfills CORE-Humanities requirement; FREN 250 fulfills CORE-Literature requirement. Contact department for placement, 405-4034.
Geography Either	5, 6, 7	GEOG 100	3	No	Yes	GEOG 100 satisfies one of two CORE-Social/Behavioral Science requirements. Contact department for placement, 405-4053.
German Higher Higher	5 6, 7	GERM 201 GERM 201 & GERM 202	4 7	No No	No No	Students with score of 5 who wish to continue must enroll in GERM 202; with score of 6 or 7 must enroll in GERM 220. Contact department for placement, 405-4091.
History (Higher) Africa Americas Europe E/SE Asia W/S Asia	5 6, 7 5 6, 7 5 6, 7 5 6, 7 5 6, 7	HIST 122 or HIST 123 HIST 122 & HIST 123 HIST 156 or HIST 157 HIST 156 & HIST 157 HIST 111 or HIST 113 HIST 111 & HIST 113 HIST 284 or HIST 285 HIST 284 & HIST 285 HIST 120 HIST 120 & LL Elective	3 6 3 6 3 6 3 6 3 6	Yes Yes Yes Yes Yes Yes Yes Yes Yes Yes	Yes Yes Yes Yes Yes Yes Yes Yes Yes Yes	A score of 5 will be awarded three credits (as chosen by the student--except for West & South Asia). A score of 6 or 7 will be awarded six credits. All HIST courses listed at left fulfill CORE-History requirement. HIST 120, 122, 123, 284 and 285 also fulfill Diversity requirement.
Mathematics Higher	5, 6, 7	MATH 140	7	Yes	Yes	MATH 141 may be completed via credit-by-examination. MATH 140 fulfills both CORE-Fundamental Studies Math requirement and CORE-Math & Formal Reasoning non-lab requirement. Contact department for placement, 405-5053.
Music Either	5, 6, 7	MUSC 130	3	No	Yes	MUSC 130 fulfills CORE-Arts requirement. Majors should contact department for placement, 405-5561.
Philosophy Higher	6, 7	PHIL 100	3	Yes	Yes	PHIL 100 fulfills CORE-Humanities requirement.

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IB Exam Title	Score	Related Course	Cr	Maj	Core	Notes
Psychology Either	6, 7	PSYC 100	3	Yes	Yes	The IB exam counts towards the 35 credits required in the major; instead of needing a 2.5 GPA in PSYC 100 & 200, the student must earn a 2.5 GPA in PSYC 200 & either PSYC 221 or 235. PSYC 100 fulfills one of two CORE-Social/Behavioral Science requirements. Contact department for placement, 405-5866.
Spanish Subsidiary	5	SPAN 201	4	No	Yes	Subsidiary: Students with score of 5 who wish to continue must enroll in SPAN 202, 211 or 207; with score of 6 or 7 must enroll in 300-level courses. Higher: Students with score of 5, 6 or 7 must enroll in 300-level courses. SPAN 201 or 202 fulfills CORE-Humanities requirement. SPAN 221 fulfills CORE-Literature requirement. Students continuing Spanish study should consult department for placement, 405-6452.
Subsidiary	6, 7	SPAN 202 & SPAN 207	6	No Yes	Yes No	
Higher	5	SPAN 202 & SPAN 221	6	No Yes	Yes Yes	
Higher	6, 7	SPAN 202 & SPAN 207 & SPAN 221	9	No Yes Yes	Yes No Yes	

Please Note: LL refers to courses at the lower (100 and 200) level. Students may not receive credit for IB courses and for equivalent UMCP courses or transfer courses (including AP or CLEP). IB credit will be deleted in such cases. Decisions about applicability of courses to CORE are updated on an ongoing basis. Consult Schedule of Classes for most recent information. Native speakers may not earn IB credit for the French, German or Spanish language exams.

not be evaluated by the appropriate department. Students should check with their adviser at Orientation.

Certain departments, particularly Mathematics and Physics, have separate criteria for placement in courses and the assignment of credit. Students should check with those departments for additional information. All entering freshmen will be placed in math courses according to the University of Maryland math placement exam.

International Baccalaureate (IB) Examination Credit

The University of Maryland awards credit to students who sit for International Baccalaureate exams according to the table on the previous page. Interested students should contact the Office of Undergraduate Admissions for additional information.

Note: Credit awards and course equivalencies are subject to change.

Admission to Limited-Enrollment Programs (LEP)

Certain colleges, schools, and departments within the university have taken steps to limit enrollment in order to maintain quality programs. For the 1999-00 academic year these included: School of Architecture; Robert H. Smith School of Business; A. James Clark School of Engineering; Department of Government and Politics; Department of Biological Resources Engineering; College of Journalism; Department of Natural Resource Sciences and Landscape Architecture; Department of Psychology; and College of Education. LEP programs are continually reviewed. Students should check with the appropriate college or the Limited-Enrollment Program Admissions Counselor at (301) 314-8385 for updated information.

Freshmen: Admission for new freshmen to Limited-Enrollment Programs is determined on a space-available basis. Most freshmen will gain entrance to the major of their choice. Because space may be limited for a particular major, early application is encouraged. Freshmen who are directly admitted to an LEP will be subject to a performance review when they complete 45 college credits. The review varies from program to program, but always includes satisfactory performance in a set of appropriate courses. Students not passing the review will be required to choose another major. See the academic program description for specific details.

Freshmen not directly admitted to an LEP may be assigned to the Division of Letters and Sciences or to a general major within the LEP college requested. Students are not guaranteed admission to an LEP at a later date, although they may gain admission by meeting the requirements outlined in their particular program by the time they complete 56 credits at

Maryland. See the following section on LEP transfer admission and the LEP program descriptions for further details about this option.

Transfers: Transfer students and on-campus students wishing to change their major to an LEP must meet a set of gateway courses with minimum grades in order to be admitted to the program. Space is limited in each program, and the most qualified applicants will be admitted each semester. Additional information for each of the limited-enrollment programs may be found in the descriptions of academic majors in chapters 6 and 7.

Transfer students who are not directly admissible to an LEP upon application to the University will be assigned to an alternate program. Those with fewer than 56 credits will be assigned to the Division of Letters and Sciences, and will be allowed the opportunity to meet the gateway requirements by the time they complete 56 credits. Students with more than 56 credits will be admitted to an interim program possibly within the LEP college requested where they will be advised regarding their qualifications for the LEP and, in some cases, the need to choose another major.

Second Major: Enrolled students interested in adding an LEP as a second major should consult chapter 4.

Pre-Professional Programs

All students interested in pursuing a professional career in one of the areas listed in chapter 7 will need to select and enter an academic major at Maryland. Please refer to pages 149-156 for more detailed information. Students may initially choose Letters and Sciences as their major. No particular major is preferred or favored by the professional programs. The academic advisers in the Division of Letters and Sciences and the pre-professional advisers in the Law and Health Professions Advising Office of the Division of Letters and Sciences can assist you in selecting a major that is compatible with your preparation for entry into a professional school.

Special Applicants Golden Identification Card Program

The University of Maryland participates in the Golden Identification Card Program. The institution will make available courses and various services to persons who are 60 years of age or older, who are legal residents of the State of Maryland, and who are retired (not engaged in gainful employment for more than 20 hours per week). When persons eligible for this program are admitted to the university, they register on a space-available basis for credit courses as regular or special students in any session, and receive a Golden Identification card. Golden ID students must meet all course prerequisite and co-requisite requirements. Tuition is waived for these courses; however, a Golden ID administrative fee is assessed every

semester. Golden ID students may register for a maximum of three courses per term. Golden ID students are not eligible for Consortium courses. The Golden Identification Card will entitle eligible persons to certain academic services, including the use of the libraries and the shuttle bus service. Such services will be available during any session only to persons who have registered for one or more courses for that semester. Golden ID students also have the opportunity to become involved with the Golden ID Student Association which provides cultural and social events, course recommendations, and peer advising. Additional information may be obtained from the Office of Undergraduate Admissions, Ground Floor, Mitchell Building, (301) 314-8385, or the Special Programs Office, 1108 Mitchell Building, (301) 314-8237.

Non-Degree Seeking Students

Applicants who qualify for admission but do not desire to work toward a baccalaureate degree may be admitted as non-degree-seeking students.

Non-degree seeking students who have received a baccalaureate degree are advised that no credit earned while enrolled may be applied at a later date to a graduate program. These post-baccalaureate students may enroll in undergraduate courses for which they possess the necessary prerequisites, but may not enroll in courses restricted to graduate students only. Students who wish to take courses at the graduate level (600 and above) must contact the Graduate School for information concerning admission requirements for Advanced Special Student status.

Non-degree seeking students who do not have a baccalaureate degree must submit transcripts and meet regular admission standards. Transcripts are not required from students with baccalaureate degrees from a regionally accredited institution. Because of space limitation, several departments require permission be given in advance to register for classes as a non-degree student. Please contact the Office of Undergraduate Admissions for further information.

Returning Students and Veterans

Applicants who have not attended school for more than five years, or who have had military experience, should contact both an admission counselor and the Returning Students Program, (301) 314-7693. Veterans should also contact the Veterans Affairs Office, (301) 314-8239.

Students returning to the University of Maryland after a separation of five calendar years may petition the appropriate dean to have a number of grades and credits from courses previously taken at the University of Maryland, College Park, removed from the calculation of their cumulative grade point averages and from the credits applied toward graduation requirements. The information on academic requirements and regulations is in chapter 4.

INTERNATIONAL STUDENT ADMISSION

The University of Maryland seeks to enroll international students who demonstrate strong academic performance with records suggesting potential for success at Maryland. Admission is competitive and is offered to applicants whose academic credentials indicate marks of "very good" to "excellent." Due to space limitations and the competitive nature of undergraduate admission at the University of Maryland, an international applicant should submit a complete application as early as possible, and always before the following deadlines. Applications completed after a deadline will not be considered for that semester, but will be reviewed for the following semester. Evaluation of an applicant's credentials will take place only after all application materials are received. Decisions are released in writing on a rolling basis.

Applicants currently holding or intending to seek an F-1 Student or J-1 Exchange Visitor visa to study in the United States are considered international applicants and should observe the following instructions. All other non-immigrant visa holders (including A, E, G, H, I, and L) should follow the Freshman and Transfer instructions preceding and following the International Student Admission section of the catalog.

Freshman Admission - International

You are considered a freshman applicant if you have completed fewer than 12 semester hours of university-level credit past secondary school at the time you plan to enter the University of Maryland. Successful freshman applicants demonstrate satisfactory completion of diverse college-

preparatory subjects in secondary school, proficiency in English, and evidence of sufficient funds to cover all expenses. Due to space limitations, we are unable to offer admission to all students who have the ability to be academically successful at the University of Maryland.

The fall (August) priority deadline for applications to be received is December 1; the fall general deadline is February 15. The spring (January) general deadline is August 1.

All of the following documents must be submitted before the freshman final deadline for an applicant to be considered for undergraduate admission: International Student Application for Undergraduate Admission; nonrefundable application fee (U.S. \$65.00); official secondary school transcripts in native language with certified English translations and, where appropriate, official results and certificate of completion from a national secondary school examination; all official university or college transcripts in native language with certified English translations (if any); proof of English proficiency; SAT I or ACT official results (if three or more years of high school completed in U.S.); statement of activities; an essay; and Certification of Finances, including supporting documents that demonstrate support of U.S. \$22,957 per year. Current F-1 and J-1 Visa Holders must also provide photocopies of their I-94 Arrival/Departure Record, visa stamp, and current I-20 or IAP-66 form. Current other non-immigrant Visa Holders must also provide photocopies of their I-94 Arrival/Departure Record and visa stamp.

Transfer Admission - International

You are considered a transfer applicant if you have completed 12 or more semester hours of university-level credit past secondary school at the time you plan to enter the University of Maryland. Successful transfer applicants demonstrate better than average grades in strong academic courses, proficiency in English, and evidence of sufficient funds to cover all expenses. Due to space limitations, we are unable to offer admission to all students who have the ability to be academically successful at the University of Maryland. The fall (August) final deadline for applications to be received is March 1. The spring (January) final deadline is August 1.

All of the following documents must be submitted before the transfer final deadline for an applicant to be considered for undergraduate admission: International Student Application for Undergraduate Admission; nonrefundable application fee (U.S. \$65.00); all official university or college transcripts in native language with certified English translations; proof of English proficiency; statement of activities; and Certification of Finances, including supporting documents that demonstrate support of U.S. \$22,957 per year. Current F-1 and J-1 Visa Holders must also provide photocopies of their I-94 Arrival/Departure Record, visa stamp, and current I-20 or IAP-66 form. Current other non-immigrant Visa Holders must also provide photocopies of their I-94 Arrival/Departure Record and visa stamp. Students with less than 28 semester hours must also provide official secondary school transcripts in native language with certified English translations and, where appropriate, official results and certificate of completion from a national secondary school examination.

English Proficiency

Non-native English speakers (regardless of citizenship) who seek admission to the University of Maryland must verify their proficiency in English by taking and submitting an official score report from one of the following English proficiency exams: TOEFL (Test of English as a Foreign Language); APIEL (Advanced Placement International English Language Exam); or ELPT (SAT II English Language Proficiency Test). Those whose native language is English, who earn an SAT I verbal score of 480 or higher, or who have earned a post-secondary degree from a university in an English-speaking country do not need to take or submit scores from an English proficiency exam. Transfer credit for an English composition course does not waive the English proficiency exam.

Visa Records

Applicants Residing Outside of the United States: To enter the United States, international students residing abroad will need a passport from their government and a visa from the U.S. Consulate. In order to obtain a visa for the purposes of studying in the United States, the applicant must present a Certificate of Eligibility form to the U.S. Consulate. The university will issue this form to admitted students who have submitted proof of having sufficient funds to cover the cost of a program of study. Admitted students with personal, family, or other source of private funding will be issued the Certificate of Eligibility form I-20 in order to obtain the F-1 Student Visa. Admitted students who are sponsored by agencies,

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foundations, or their home government, or are participating in an established exchange program may be issued the Certificate of Eligibility form IAP-66 in order to obtain the J-1 Exchange Visitor Visa.

Applicants Currently Residing in the United States: Applicants currently holding F-1 Student or J-1 Exchange Visitor status in the United States need to submit a photocopy of their I-94 Arrival/Departure Record, visa stamp, and current I-20 or IAP-66 form along with proof of having sufficient funds to cover the cost of a program of study. Applicants holding another type of non-immigrant status need to submit a photocopy of their I-94 Arrival/Departure Record and visa stamp, and must indicate if they intend to seek a change to F-1 Student or J-1 Exchange Visitor status. Upon admission and submission of the appropriate financial support documentation, the university will issue the appropriate Certificate of Eligibility form (I-20 or IAP-66) to the student.

TRANSFER ADMISSION

A student who has attended any regionally accredited institution of higher education following graduation from high school and attempted 12 or more credits will be considered for admission as a transfer student. Transfer applicants must be in good academic and disciplinary standing at their previous institutions to be eligible for transfer to the University of Maryland.

When the number of students desiring admission exceeds the number that can be accommodated at this institution, or in a particular professional or specialized program, admission will be based on overall grade point average and the strength of the academic program the student has pursued.

Requirements

Admission for transfer applicants is primarily based on the number of credits a student has earned and the cumulative grade point average for all college-level work. In calculating eligibility, the university will use the average stated on the transcript by the sending institution. When an applicant has attended more than one institution, a cumulative average for all previous college work attempted will be computed. To be considered, course work must have been completed at a regionally accredited college or university. All students with grade point averages below 3.0 will be considered on a space-available basis. Students who were not admissible as high school seniors must complete at least 28 semester hours with the grade point average as stated above. In accordance with Maryland Higher Education Commission and Board of Regents transfer policies, applicants from Maryland public institutions are, in some instances, given special consideration, and, when qualified and space is available, may be admitted with a cumulative grade point average of 2.0 or higher.

Application Dates

Semester	Date
Spring	December 1 (November 1 with any foreign academic records)
Fall	July 1 (April 30 with any foreign academic records)

Transfer from Maryland Public Institutions

Currently, Maryland residents who attend Maryland public institutions may be admitted in accordance with the criteria outlined in the general statement above. The university subscribes to the policies set forth in the Maryland Higher Education Commission and Board of Regents transfer policies. When the number of students desiring admission exceeds the number that can be accommodated in a particular professional or specialized program, admission will be based on criteria developed by the university to select the best qualified students.

Articulated transfer programs are available at each Maryland community college. An articulated transfer program is a list of courses that best prepare applicants for a particular course of study at the University of Maryland. Applicants who take appropriate courses specified in the articulated program and earn acceptable grades are guaranteed transfer with no loss of credit. Articulated transfer programs help students plan their new programs after changing career objectives. Computerized articulation information, called ARTSYS, is available at the Office of Undergraduate Admissions at the University of Maryland, in the transfer adviser's office at each of the community colleges, and at all other

Maryland public institutions. Applicants can eliminate all doubt concerning transfer of courses by following articulated programs.

General Transfer Information

Admitted students will receive a preliminary review of transfer credit within two weeks after receiving the letter of admission. An official review of transfer credit occurs thereafter, with final determination of applicability made by an academic adviser/evaluator in the office of the appropriate dean for the major. Generally, college-level courses completed at regionally-accredited institutions will transfer, provided that grades of at least "C" (2.0) are earned and the course is similar in content and scope to work offered at Maryland. The regional accrediting bodies are Middle States Association of Colleges and Schools; New England Association of Schools and Colleges; North Central Association of Colleges and Schools; Northwest Association of Schools and Colleges; Southern Association of Colleges and Schools; and Western Association of Schools and Colleges. Up to 60 credits from a community or two-year college, and 90 credits from a four-year college, may be applied toward the degree. Students are required to complete at least their final 30 credits at Maryland to earn a Maryland degree.

Transfer of course work completed at Maryland public colleges and universities is covered by the Maryland Higher Education Commission (MHEC) transfer policies (see complete text later in this section). Maryland will accept grades of "D" or better from appropriate course work completed at a regionally-accredited Maryland public institutions, including other institutions in the University System of Maryland.

The Transfer Credit Center provides articulation information and assistance to students and transfer advisers. The Center, a joint effort between the Offices of Undergraduate Admissions and Records and Registration, has computerized and consolidated the transfer credit evaluation process. It provides incoming students from domestic institutions with information on acceptability of credits and transfer equivalencies, subject to adjustment by advisers within the student's individual program. Certain courses (e.g., those not appearing or not fully elaborated in the sending institution's current catalog) may require additional information such as syllabi, portfolios, etc., before evaluation.

Information on transferability of specific courses to the University of Maryland, College Park may be accessed on the World Wide Web at <http://www.tce.umd.edu/TCE/>.

Each college-level course will be evaluated individually, with applicability toward major or general education requirements determined by the appropriate academic unit. The university does not transfer blocks of courses, such as those completed through the Associate's Degree. See the appropriate sections of the catalog for specific general education and major requirements.

Credit will be posted to your Maryland record only from official transcripts sent from the institution at which the credit was completed. Students who have earned credit through Advanced Placement (AP), International Baccalaureate (IB), or College-Level Examination Program (CLEP) subject area exams must have scores sent directly from the testing board, even if they are already posted on a transcript from another institution.

SOURCE	ACCEPT CREDITS?	EQUIVALENT OR REQUIRED CREDITS	GRADES/SCORES WHERE APPROPRIATE
Note: Some transfer credit policies are under review. Please call Undergraduate Admissions for current information.			
ACE Non-Collegiate Courses	No		
Advanced Placement Program (CEEB)	Yes	E or R ¹	3 or higher (see chart in this chapter)
CLEP	Yes	E or R ¹	See chart in Chap. 4
Community College of the Air Force	Yes	E or R ¹	C (2.0) or higher equivalent grade as appropriate to dept.
Correspondence courses	No		

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Dantes	No		
Defense Language Institute	Yes	E or R ¹	Scores as appropriate to department
Departmental exams from	Yes	E or R ¹	C (2.0) or higher other colleges
International Baccalaureate	Yes	E or R ¹	5 or higher (see chart in this chapter)
Life experience	No, unless validated through CLEP or University of Maryland, College Park departmental exam		
Military credit	No		
Nursing school courses: by transfer/by challenge exam	No ²		
Other articulation agreements (proprietary schools, public agencies, etc.)	No, unless a newly-formed Maryland public institution operating under auspices of MHEC		
PONSI non-collegiate work	No		
Portfolio credits from other colleges	No		

¹ Courses must be similar in depth and scope to University of Maryland courses. Applicability is determined by the appropriate dean.

² Professional courses are generally not transferable. Courses taken at a regionally-accredited institution may be reviewed by the appropriate dean.

Statement on Transfer of Course Credit

The University of Maryland welcomes transfer students and has transfer agreements (sometimes referred to as "articulation" agreements) to encourage and aid students in their efforts to take appropriate courses prior to transfer. Each course is evaluated individually for students seeking to transfer to the University of Maryland. Credit is granted for courses that are applicable to a Bachelor of Arts or Bachelor of Science degree, and for which a grade of C or above was earned. Courses completed at Maryland public two- or four-year institutions may transfer with grades of D or above provided that course content is appropriate for our academic programs.

Maximum Number of Transfer Credits Accepted

The University of Maryland has direct transfer agreements with all Maryland community colleges, as well as other junior and community colleges outside of the state. The university will accept for transfer a maximum of 60 credits from a two-year program and 90 credits from a four-year program for courses in which a grade of C or above was earned, and which are appropriate to an approved curriculum at this institution. See the above paragraph for required course grades.

Maximum Number of Credits Allowed for Non-Traditional Learning

Students who have acquired college-level learning through work or other non-collegiate activities may wish to translate their experience into credits at Maryland by validation through the national CLEP examination (College-Level Examination Program) or credit-by-examination administered by academic departments. The university will accept a maximum of 30 hours of credit through examination.

Minimum Number of Credits Required Through Classroom Instruction in the Major Field and for the Degree

The University of Maryland requires a minimum of 120 semester hours of credit for an undergraduate degree; some programs require more. Regardless of the total number of transfer credits, students must complete at least their last 30 credits at the University of Maryland, College Park.

Statement on Transfer of General Education Requirements

As directed by the Maryland Higher Education Commission Transfer Policy, transferable courses taken in fulfillment of general education requirements at a Maryland public institution will be applied toward Maryland's CORE requirements. Careful planning with an academic adviser will ensure that students take appropriate credit and maximize their credit transfer. The total number of general education credits for a Maryland public institution transfer student will not exceed that required of native students.

MARYLAND HIGHER EDUCATION COMMISSION (TITLE 13B)

Subtitle 06 GENERAL EDUCATION AND TRANSFER

Chapter 01 PUBLIC INSTITUTIONS OF HIGHER EDUCATION

Authority: Education Article, 11-201 - 11-206, Annotated Code of Maryland

.01 Scope and Applicability.

This chapter applies only to public institutions of higher education.

.02 Definitions.

A. In this chapter, the following terms have the meanings indicated.

B. Terms defined.

- (1) "A.A. degree" means the Associate of Arts degree.
- (2) "A.A.S. degree" means the Associate of Applied Sciences degree.
- (3) "Arts" means courses that examine aesthetics and the development of the aesthetic form and explore the relationship between theory and practice. Courses in this area may include fine, performing and studio art, appreciation of the arts, and history of the arts.
- (4) "A.S. degree" means the Associate of Sciences degree.
- (5) "Biological and physical sciences" means courses that examine living systems and the physical universe. They introduce students to the variety of methods used to collect, interpret, and apply scientific data, and to an understanding of the relationship between scientific theory and application.
- (6) "English composition courses" means courses that provide students with communication knowledge and skills appropriate to various writing situations, including intellectual inquiry and academic research.
- (7) "General education" means the foundation of the higher education curriculum providing a coherent intellectual experience for all students.
- (8) "General education program" means a program that is designed to:
 - (a) Introduce undergraduates to the fundamental knowledge, skills, and values that are essential to the study of academic disciplines;
 - (b) Encourage the pursuit of life-long learning; and
 - (c) Foster the development of educated members of the community and the world.
- (9) "Humanities" means courses that examine the values and cultural heritage that establish the framework for inquiry into the meaning of life. Courses in the humanities may include the language, history, literature, and philosophy of Western and other cultures.
- (10) "Mathematics" means courses that provide students with numerical, analytical, statistical and problem-solving skills.
- (11) "Native student" means a student whose initial college enrollment was at a given institution of higher education and who has not transferred to another institution of higher education since that initial enrollment.

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- (12) "Parallel program" means the program of study or courses at one institution of higher education which has comparable objectives as those at another higher education institution, for example, a transfer program in psychology in a community college is definable as a parallel program to a baccalaureate psychology program at a 4-year institution of higher education.
- (13) "Receiving institution" means the institution of higher education at which a transfer student currently desires to enroll.
- (14) "Recommended transfer program" means a planned program of courses, both general education and courses in the major, taken at a community college, which is applicable to a baccalaureate program at a receiving institution, and ordinarily the first 2 years of the baccalaureate degree.
- (15) "Sending institution" means the institution of higher education of most recent previous enrollment by a transfer student at which transferable academic credit was earned.
- (16) "Social and behavioral sciences" means courses that examine the psychology of individuals and the ways in which individuals, groups, or segments of society behave, function, and influence one another. The courses include, but are not limited to, subjects which focus on:
- (a) History and cultural diversity;
 - (b) Concepts of groups, work, and political systems;
 - (c) Applications of qualitative and quantitative data to social issues; and
 - (d) Interdependence of individuals, society, and the physical environment.
- (17) "Transfer student" means a student entering an institution for the first time having successfully completed a minimum of 12 semester hours at another institution which is applicable for credit at the institution the student is entering.

.03 General Education Requirements for Public Institutions.

A. While public institutions have the autonomy to design their general education program to meet their unique needs and mission, that program shall conform to the definitions and common standards in this chapter. A public institution shall satisfy the general education requirement by:

- (1) Requiring each program leading to the A.A. or A.S. degree to include not less than 30 and no more than 36 semester hours and each baccalaureate degree program to include not less than 40 and no more than 46 semester hours of required core courses, with the core requiring, at a minimum, coursework in each of the following five areas:
- (a) Arts and humanities;
 - (b) Social and behavioral sciences;
 - (c) Biological and physical sciences;
 - (d) Mathematics; and
 - (e) English composition.

- (2) Conforming with COMAR 13B.02.02.16D(2)(b)-(c).

B. Each core course used to satisfy the distribution requirements of (1) of this regulation shall carry at least 3 semester hours.

C. General education programs of public institutions shall require at least.

- (1) One course in each of two disciplines in arts and humanities;
- (2) One course in each of two disciplines in social and behavioral sciences;
- (3) Two science courses, at least one of which shall be a laboratory courses;
- (4) One course in mathematics at or above the level of college algebra; and
- (5) One course in English composition.

D. Interdisciplinary and Emerging Issues.

- (1) In addition to the five required areas in §A of this regulation, a public institution may include up to 8 semester hours in a sixth category that addresses emerging issues that institutions have identified as essential to a full program of general education for their students. These courses may:
 - (a) Be integrated into other general education courses or may be presented as separate courses; and
 - (b) Include courses that:
 - (i) Provide an interdisciplinary examination of issue across the five areas, or
 - (ii) Address other categories of knowledge, skills, and values that lie outside of the five areas.
- (2) Public institutions may not include the courses in this section in a general education program unless they provide academic content and rigor equivalent to the areas in §A(1) of this regulation.

E. General education programs leading to the A.A.S. degree shall include at least 20 semester hours from the same course list designated by the sending institution for the A.A. and A.S. degrees. The A.A.S. degree shall include at least one 3-semester-hour course from each of the five areas listed in §A(1) of this regulation.

F. A course in a discipline listed in more than one of the areas of general education may be applied only to one area of general education.

G. A public institution may allow a speech communication or foreign language course to be part of the arts and humanities category.

H. Composition and literature courses may be placed in the arts and humanities area if literature is included as part of the content of the course.

I. Public institutions may not include physical education skills courses as part of the general education requirements.

J. General education courses shall reflect current scholarship in the discipline and provide reference to theoretical frameworks and methods of inquiry appropriate to academic disciplines.

K. Courses that are theoretical may include applications, but all applications courses shall include theoretical components if they are to be included as meeting general education requirements.

L. Public institutions may incorporate knowledge and skills involving the use of quantitative data, effective writing, information retrieval, and information literacy when possible in the general education program.

M. Notwithstanding §A(1) of this regulation, a public 4-year institution may require 48 semester hours of required core courses if courses upon which the institution's curriculum is based carry 4 semester hours.

N. Public institutions shall develop systems to ensure that courses approved for inclusion on the list of general education courses are designed and assessed to comply with the requirements of this chapter.

.04 Transfer of General Education Credit.

A. A student transferring to one public institution from another public institution shall receive general education credit for work completed at the student's sending institution as provided by this Chapter.

B. A completed general education program shall transfer without further review or approval by the receiving institution and without the need for a course-by-course match.

C. Courses that are defined as general education by one institution shall transfer as general education even if the receiving institution does not have that specific course or has not designated that course as general education.

D. The receiving institution shall give lower-division general education credits to a transferring student who has taken any part of the lower-division general education credits described in Regulation .03 of this chapter at a public institution for

any general education courses successfully completed at the sending institution.

E. Except as provided in Regulation .03M of this chapter, a receiving institution may not require a transfer student who has completed the requisite number of general education credits at any public college or university to take, as a condition of graduation, more than 10-16 additional semester hours of general education and specific courses required of all students at the receiving institution, with the total number not to exceed 46 semester hours. This provision does not relieve students of the obligation to complete specific academic program requirements or course prerequisites required by a receiving institution.

F. Each sending institution shall designate on or with the student transcript those courses that have met its general education requirements, as well as indicate whether the student has completed the general education program.

G. A.A.S. Degrees.

(1) While there may be variance in the numbers of hours of general education required for A.A., A.S., and A.A.S. degrees at a given institution, the courses identified as meeting general education requirements for all degrees shall come from the same general education course list and exclude technical or career courses.

(2) An A.A.S. student who transfers into a receiving institution with fewer than the total number of general education credits as designated by the receiving institution shall complete the difference in credits according to the distribution as designated by the receiving institution. Except as provided in .03M, the total general education credits for baccalaureate degree-granting public receiving institutions shall not exceed 46 semester hours.

H. Student responsibilities. A student is held:

- (1) Accountable for the loss of credits that:
 - (a) Result from changes in the individual's selection of the major program of study;
 - (b) Were earned for remedial coursework; or
 - (c) Exceed the total course credits accepted in transfer as allowed by this chapter and
- (2) Responsible for meeting all requirements of the academic program of the receiving institution.

.05 Transfer of Nongeneral Education Program Credit.

A. Transfer to Another Public Institution.

- (1) Credit earned at any public institution in the State is transferable to any other public institution if the:
 - (a) Credit is from a college or university parallel course or program;
 - (b) Grades in the block of courses transferred average 2.0 or higher; and
 - (c) Acceptance of the credit is consistent with the policies of the receiving institution governing native students following the same program.
- (2) If a native student's "D" grade in a specific course is acceptable in a program, then a "D" earned by a transfer student in the same course at a sending institution is also acceptable in the program. Conversely, if a native student is required to earn a grade of "C" or better in a required course, the transfer student shall also be required to earn a grade of "C" or better to meet the same requirement.

B. Credit earned in or transferred from a community college is limited to:

- (1) 1/2 the baccalaureate degree program requirement, but may not be more than 70 semester hours; and
- (2) The first 2 years of the undergraduate education experience.

C. Nontraditional Credit.

(1) The assignment of credit for AP, CLEP, or other nationally recognized standardized examination scores presented by transfer students is determined according to the same standards that apply to native students in the receiving institution, and the assignment shall be consistent with the State minimum requirements.

(2) Transfer of credit from the following areas shall be consistent with COMAR 13B.02.02. and shall be evaluated by the receiving institution on a course-by-course basis:

- (a) Technical courses from career programs;
- (b) Course credit awarded through articulation agreements with other segments or agencies;
- (c) Credit awarded for clinical practice or cooperative education experiences; and
- (d) Credit awarded for life and work experiences.

(3) The basis for the awarding of the credit shall be indicated on the student's transcript by the receiving institution.

(4) The receiving institution shall inform a transfer student of the procedures for validation of course work for which there is no clear equivalency. Examples of validation procedures include ACE recommendations, portfolio assessment, credit through challenge, examinations, and satisfactory completion of the next course in sequence in the academic area.

(5) The receiving baccalaureate degree-granting institution shall use validation procedures when a transferring student successfully completes a course at the lower division level that the receiving institution offers at the upper division level. The validated credits earned for the course s

D. Program Articulation.

- (1) Recommended transfer programs shall be developed through consultation between the sending and receiving institutions. A recommended transfer program represents an agreement between the two institutions that allows students aspiring to the baccalaureate degree to plan their programs. These programs constitute freshman/sophomore level coursework to be taken at the community college in fulfillment of the receiving institution's lower division coursework requirement.
- (2) Recommended transfer programs in effect at the time that this regulation takes effect, which conform to this chapter, may be retained.

.06 Academic Success and General Well-Being of Transfer Students.

A. Sending Institutions.

- (1) Community colleges shall encourage their students to complete the Associate degree or to complete 56 hours in a recommended transfer program which includes both general education courses and courses applicable toward the program at the receiving institution.
- (2) Community college students are encouraged to choose as early as possible the institution and program into which they expect to transfer.
- (3) The sending institution shall:
 - (a) Provide to community college students information about the specific transferability of courses at 4 year colleges.
 - (b) Transmit information about transfer students who are capable of honors work or independent study to the receiving institution; and
 - (c) Promptly supply the receiving institution with all the required documents provided the student has met all financial and other obligations of the sending institution for transfer.

B. Receiving Institutions.

- (1) Admission requirements and curriculum prerequisites shall be stated explicitly in institutional publications.
- (2) The receiving institution shall admit transfer students from newly established public colleges that are functioning with the approval of the Maryland Higher Education Commission on the same basis as applicants from regionally accredited colleges.

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- (3) The receiving institution shall evaluate the transcripts of degree seeking transfer students as expeditiously as possible, and notify students of the results no later than mid-semester of the students' first semester of enrollment at the receiving institution provided that all official transcripts have been received at least 15 working days before mid-semester. The receiving institution shall inform students of which courses are acceptable for transfer credit and which of those are applicable to the student's intended program of study.
- (4) The receiving institution shall give transfer students the option of satisfying institutional graduation requirements that were in effect at the receiving institution at the time the student enrolled as a freshman at the sending institution. In the case of major requirements, a transfer student may satisfy the major requirements in effect at the time when the student was identifiable as pursuing the recommended transfer program at the sending institution. These conditions are applicable to the student who has been continuously enrolled at the sending institution.

.07 Programmatic Currency.

- A. Receiving institutions shall provide to the community college current and accurate information on recommended transfer programs and the transferability status of courses. Community college students shall have access to this information.
- B. Recommended transfer programs shall be developed with each community college whenever new baccalaureate programs are approved by the degree-granting institution.
- C. When considering curricular changes, institutions shall notify each other of the proposed changes that might affect transfer students. An appropriate mechanism shall be created to ensure that both 2- and 4-year public colleges provide input or comments to the institution proposing the change. Sufficient lead time shall be provided to affect the change with minimum disruption. Transfer students are not required to repeat equivalent coursework successfully completed at the community college.

.08 Transfer Mediation Committee.

- A. There shall be a Transfer Mediation Committee, which shall be representative of the public 4-year colleges and universities and the community colleges.
- B. Sending and receiving institutions that disagree on the interpretation of the transfer of general education courses as defined by this chapter shall submit their disagreements to the Transfer Mediation Committee. The Transfer Mediation Committee shall also address questions raised by any institutions about the acceptability of new general education courses. As appropriate, the Committee shall consult with faculty on curricular issues.
- C. The findings of the Transfer Mediation Committee shall be considered binding on both parties.

.09 Appeal Process.

- A. Notice of Denial of Transfer Credit by the Receiving Institution.
 - (1) Except as provided in §A(2) of this Regulation, the receiving institution shall inform a transfer student in writing of the denial of transfer credit not later than mid-semester of the transfer student's first semester provided that all official transcripts have been received at least 15 working days before mid-semester.
 - (2) If transcripts are submitted after 15 working days before mid-semester of the student's first semester, the receiving institution shall inform the student of credit denied within 20 working days of receipt of the official transcript.
 - (3) The receiving institution shall include in the notice of denial of transfer credit:
 - (a) A statement of the student's right to appeal; and
 - (b) A notification that the appeal process is available in the institution's catalog.
 - (4) The statement of the student's right to appeal the denial shall include notice of the time limitations in §B of this regulation.

- B. A student believing that the receiving institution has denied the student transfer credits in violation of this chapter may initiate an appeal by contacting the receiving institution's Transfer Coordinator or other responsible official of the receiving institution within 20 working days of receiving notice of the denial of credit.

C. Response by Receiving Institution

- (1) A receiving institution shall:
 - (a) Establish expeditious and simplified procedures governing the appeal of a denial of transfer of credit; and
 - (b) Respond to a student's appeal within 10 working days.
- (2) An institution may either grant or deny an appeal. The institution's reasons for denying the appeal shall be consistent with this chapter and conveyed to the student in written form.
- (3) Unless a student appeals to the sending institution, the writing decision in §C(2) of this regulation constitutes the receiving institution's final decision and is not subject to appeal.

D. Appeal to Sending Institution.

- (1) If a student has been denied transfer credit after an appeal to the receiving institution, the student may request the sending institution to intercede on the student's behalf by contacting the transfer coordinator of the sending institution.
- (2) A student shall make an appeal to the sending institution within 10 working days of having received the decision of the receiving institution.

E. Consultation Between Sending and Receiving Institutions.

- (1) Representatives of the two institutions shall have 15 working days to resolve the issues involved in an appeal.
- (2) As a result of a consultation in this section, the receiving institution may affirm, modify, or reverse its earlier decision.
- (3) The receiving institution shall inform a student in writing of the result of the consultation.
- (4) The decision arising out of a consultation constitutes the final decision of the receiving institution and is not subject to appeal.

.10 Periodic Review.

A. Report by Receiving Institution.

- (1) A receiving institution shall report annually the progress of students who transfer from two-year and four-year institutions within the State to each community college and to the Secretary of the Maryland Higher Education Commission.
- (2) An annual report shall include ongoing reports on the subsequent academic success of enrolled transfer students, including graduation rates, by major subject areas.
- (3) A receiving institution shall include in the reports comparable information on the progress of native students.

B. Transfer Coordinator. A public institution of higher education shall designate a transfer coordinator, who serves as a resource person to transfer students at either the sending or receiving campus. The transfer coordinator is responsible for overseeing the application of the policies and procedures outlined in this chapter and interpreting transfer policies to the individual student and to the institution.

C. The Maryland Higher Education Commission shall establish a permanent Student Transfer Advisory Committee that meets regularly to review transfer issues and recommend policy changes as needed. The Student Transfer Advisory Committee shall address issues of interpretation and implementation of this chapter.

Administrative History

Effective date: December 4, 1995 (22:24 Md. R. 1901)

Regulations .02, .03, and .05 amended. Effective date: July 1, 1996 (23:13 Md. R. 946)

RESIDENCY INFORMATION

Residency Classification Office, 1118 Mitchell Building, (301) 405-2030, Fax: (301) 314-9832
E-mail: resclass@deans.umd.edu
<http://www.inform.umd.edu/rco>

Petitions, related documents, self-test checklist, deadline information, and questions concerning the residency policy of the University of Maryland for the determination of in-state status should be directed to the Residency Classification unit in the Office of the Registrar.

Determination of In-State Status for Admission, Tuition, and Charge Differential Purposes: See Appendix H in this catalog for the complete text of this policy.

An initial determination of in-state status for undergraduates will be made by the Office of Undergraduate Admissions at the time a student's application for admission is considered. The determination made at that time, and any determination made thereafter, shall prevail in each semester until the determination is successfully challenged. Students may challenge their classification by submitting a petition to the Residency Classification Office. Determinations are based on the residency policy and its requirements. The deadline for submitting a petition and meeting all eight criteria for the required 12 months is the last day of late registration of the semester in which the student wishes to be classified as an in-state student.

The volume of requests for reclassification may necessitate a delay in completing the review process. It is hoped that a decision in each case will be made within 90 days of receipt of petition and required necessary documentation. During this period of time, or any further period of time required by the university, any fees and charges based on the previous determination must be paid. The student is solely responsible for any late charges incurred by the residency process. If the determination is changed, any excess fees and charges will be refunded.

Students classified as in-state for admission, tuition, and charge-differential purposes are responsible for notifying the Residency Classification Office in writing within 15 days of any change in their circumstances that might in any way affect their classification at the University of Maryland.

READMISSION AND REINSTATEMENT

Students who are admitted and do not register for their first semester or cancel registration prior to beginning their first semester must apply again for admission (see Freshman or Transfer Admission). Students who are admitted as "Term Only" also must apply again for admission if they wish to register for a subsequent term.

Students who have matriculated and registered and did not maintain that registration continuously (Fall and Spring semesters) to graduation, must apply for readmission or reinstatement to reenroll at the University of Maryland.

Readmission

Students must apply for readmission if they interrupt registration for one or more semesters and were not academically dismissed at the conclusion of the last semester of attendance.

Reinstatement

Students who are academically dismissed from the University must apply for reinstatement. All applications for reinstatement are reviewed by a Faculty Petition Board. Students may apply for reinstatement for the semester immediately following dismissal or for any subsequent semester. Only the Faculty Petition Board can grant reinstatement.

Students who are denied reinstatement will be required to comply with specific recommendations made by the Faculty Petition Board in order to be considered for reinstatement in a future semester.

Deadlines

There are no deadlines for **readmission**. For full consideration, students applying for **reinstatement** must observe the following deadlines:

Fall Semester—July 1
Winterterm—November 1
Spring Semester—December 1
Summer Session I—May 1
Summer Session II—June 1
Summer Session III—May 1

All students are encouraged to apply early in order to take advantage of early registration.

Summer School

Students who are dismissed at the end of the Fall semester are not eligible to attend Summer sessions unless or until they are approved for reinstatement. Students dismissed at the end of a Spring semester may attend any Summer sessions prior to being reinstated. However, these students must be approved for reinstatement in order to attend during the subsequent Fall semester.

Winterterm

Winterterm is offered to students who have attended during the preceeding Fall semester. Students with a break in attendance must be reenrolled to be eligible to attend Winterterm. Students readmitted/reinstated for a Spring semester may also attend Winterterm.

Clearances

Clearances from Judicial Programs, the Bursar, Health Center, International Education Services, and/or the Graduate School may be requested of the applicant.

Applications

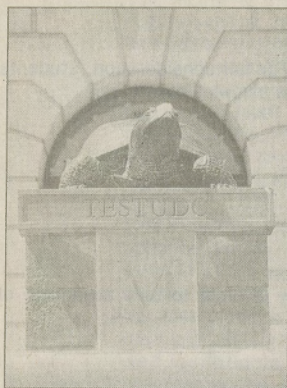
Applications for readmission and reinstatement are available at the Reenrollment Office, 0117 Mitchell Building. Applications may also be requested by calling (301) 314-8382.

Additional Information

For additional information contact the Reenrollment Office, 0117 Mitchell Building, University of Maryland, College Park, MD 20742-5251, (301) 314-8382.

GRADUATE SCHOOL ADMISSION

Those who have earned or will earn a bachelor's degree at a regionally accredited college or university in the United States, or the equivalent of this degree (as determined by the University of Maryland, College Park) in another country, will be considered for admission to the graduate school. Criteria are listed in the Graduate School's Application Brochure. Requests for information about graduate programs or correspondence concerning application for admission to the graduate school at the University of Maryland should be addressed to the Graduate Admissions Office, University of Maryland Graduate School, 2117 Lee Building, College Park, MD 20742-5121. To request an application by telephone, call (301) 314-9304. To apply online, visit the graduate school's home page on the World Wide Web at <http://www.inform.umd.edu/grad>. For further information, contact the Graduate Information Center, (301) 405-4198.



CHAPTER 2

FEES, EXPENSES, AND FINANCIAL AID

FEES AND EXPENSES

Financial Service Center

1135 Lee Building, (301) 314-9000, (301) 403-0500 and 1-888-313-2404

Tuition and fees for the University of Maryland, College Park, are listed below. The university requires that all deposits and fees be paid by stated deadlines, or penalties must be imposed. Many potential administrative difficulties can be avoided if students carefully follow published procedures and notify the appropriate office(s) of any changes that might affect their financial obligation to the university. This includes notifying the Bursar's Office of changes of address, so that mail affecting the student's financial relationship with the university will not be delayed or returned.

College Park sponsors a deferred-payment plan. Information regarding the Terp payment plan is available by calling (301) 314-9000 or 1-888-313-2404.

All charges incurred during a semester are payable immediately. Returning students will not be permitted to complete registration until all financial obligations to the university, including library fines, parking violations, and other penalty fees and service charges, are paid in full.

Payment for past due balances and current semester fees is due on or before the first day of classes. Students who register in advance must pay their bills in full prior to the general registration period. Students who register after the initial registration period are required to make full payment by due date indicated to avoid cancellation of their enrollment and loss of their classroom seats to other students.

Although the university regularly mails bills to students, it cannot assume responsibility for their receipt. Students are reminded that it is their responsibility to notify the University of any change in address, or to correct an address. If a student bill is not received on or before the beginning of each semester, it is the student's responsibility to obtain a copy of the bill from the Financial Service Center, 1135 Lee Building. The Office is open Monday through Friday, 8:30 a.m. to 4:30 p.m.

All checks or money orders should be made payable to the **University of Maryland** for the exact amount due. **Student name and student social security number should be written on the front side of the check.** University grants and scholarships will be posted to the student's account. However, the first bill mailed prior to the beginning of each semester may not include these deductions.

Students are urged to check their residence hall and dining service agreements for procedures for cancellation of reservations, and for deadlines for receiving refunds of deposits. Refunds cannot be made after these deadlines, even if the student decides not to attend the University of Maryland, College Park.

Students will incur a late payment fee in the event of failure to pay a balance on their student account by its due date. A late payment fee of \$10.00 or 5%, whichever is higher, will be assessed in addition to payment for the total past due amount. An additional 1.5% finance charge will be charged monthly if the account is not settled.

Students who fail to pay the indebtedness during the semester in which delinquency occurs will be ineligible to advance register for subsequent semesters until the debt and the penalty fees are cleared.

In the event of actual registration for a subsequent semester by a delinquent student who has not settled his or her student account prior to that semester, such registration will be canceled and no credit will be earned for the semester.

The state has established, under legislative mandate, a Central Collections Unit (CCU) within the Department of Budget and Fiscal Planning. The university is required by state law to refer all delinquent accounts to the State Collections Unit. Please note that Maryland law allows the Central Collections Unit to intercept state income tax refunds for individuals with delinquent accounts, and that CCU is authorized to notify a National Credit Bureau of the delinquency at the time the account is referred to it for collection.

All accounts due from students, faculty, staff, non-students, etc., are included within these guidelines.

Central Collections Unit costs incurred in collecting delinquent accounts will be charged to the student. The minimum collection fee is 17% plus attorney and/or court costs.

No degrees, diplomas, certificates, or transcripts of records will be issued to students who have not made satisfactory settlement of their accounts.

An Important Fee Notice: Although changes in fees and charges ordinarily will be announced in advance, the university reserves the right to make such changes without prior announcement.

Note: Additional Information on Student Financial Obligations, Disclosure of Information, Delinquent Accounts, and Special Fees, can be found in the "Policy Statements" section at the beginning of this catalog.

Payment of Fees

All checks, money orders, or postal notes should be made payable to the University of Maryland. The student's social security number must be written on the front of the check. VISA, MasterCard, and Discover credit cards are accepted.

A. UNDERGRADUATE FEES

***Increases in board and lodging for 2000-2001 will be considered by the Board of Regents at its Spring 2000 meeting.**

- 1. Full-time Undergraduate Students 2000-2001 Academic Year**
(For billing purposes, a student is considered full-time if the number of credit hours enrolled is 12 or more.)

a. Maryland Residents

	Total Academic Year Cost
Tuition	\$4,172.00
Mandatory Fees (see Explanation of Fees below)	964.00
Board Contract (FY 99-00)*	
1) Point Plan	2,620.00
Lodging (FY 99-00)*	3,456.00
Telecommunications Fee	140.00

b. Residents of the District of Columbia, other states, and other countries:

	Total Academic Year Cost
Tuition	11,704.00
Mandatory Fees (see Explanation of Fees below)	964.00
Board Contract (FY 99-00)*	
1) Point Plan	2,620.00
Lodging (FY 99-00)*	3,456.00
Telecommunications Fee	140.00

2. Fees for Part-Time Undergraduate Students

Tuition (per credit hour) in-state	\$174.00
Mandatory Fees (per semester)	215.50
Tuition (per credit hour) out-of-state	488.00

Note: The term "part-time undergraduate student" is interpreted to mean an undergraduate student taking 11 or fewer semester credit hours. Students carrying 12 or more semester hours are considered to be full-time and must pay the regular full-time fees.

B. GRADUATE FEES

1. Maryland Residents (fee per credit hour)	\$278.00
2. Residents of the District of Columbia, other states other countries (fee per credit hour)	430.00
3. Mandatory Fees (per semester)	
Full-time (9 or more credit hours per semester)	343.50
Part-time (8 or fewer credit hours per semester)	207.00

Explanation of Fees

Mandatory Fees

Student Activities Fee (Refundable): Charged to all undergraduate students at the request of the Student Government Association. It is used in sponsoring various student activities, student publications, and cultural programs.

Auxiliary Facilities Fee (Refundable): Charged to all students. This fee is paid into a fund that is used for capital improvement, expansion, and construction of various campus facilities such as open recreation areas (tennis courts, basketball courts, etc.), transportation alternatives, and the Stamp Student Union. These projects are not funded or are funded only in part from other sources.

Athletic Fee (Refundable): Charged to all students for the support of the Department of Intercollegiate Athletics. All students are encouraged to participate in all of the activities of this department, or to attend the contests if they do not participate.

Shuttle Bus Fee (Refundable): Charged to all students for the support of the shuttle bus transportation system.

Stamp Student Union and Recreational Fee (Refundable): Charged to all students and is used to expand recreational facilities and Stamp Student Union services.

Building Recreation Fee (Refundable): Charged to all students specifically to support the construction and operation of Ritchie Coliseum and the new Campus Recreation Center, a multi-use facility that includes basketball and racquetball courts, indoor and outdoor pools, an indoor jogging track, and multipurpose activity spaces.

Telecommunications Fee: Assessed to all students living in university residence halls.

Other Fees

Undergraduate Application Fee (Non-Refundable): Charged to all new applicants. \$45 for U.S. applicants; \$65 for international applicants.

Graduate Application Fee (Non-Refundable): Charged to all new applicants. \$50 for U.S. applicants; \$50 for international applicants.

Enrollment Confirmation Deposit (Non-Refundable): \$100. All newly admitted undergraduate students who intend to matriculate in the Fall or Spring semester must submit a \$100 deposit which is credited to their tuition charges when they enroll. Should the student decide not to enroll for the specific semester of application, the \$100 deposit is forfeited and cannot be used to offset any charges, including orientation charges, the student may incur.

Students admitted for the Fall semester must submit this deposit by May 1 or within 30 days from their date of admission, whichever is later, to reserve their place in the entering class. Students admitted for the Spring semester must submit this deposit by December 1 or within 14 days of their date of admission, whichever is later, to reserve their place in the entering class.

Pre-College Orientation Program Registration Fee: \$104 (two-day program); \$73 (one-day program); \$38 (one parent); \$76 (two parents). These charges are for Summer 1999. A change in rates is expected for Summer 2000.

Late Registration Fee: \$20. All students are expected to complete their registration on the regular registration days. Those who do not complete their registration during the prescribed days must pay this fee.

Special Fee for students requiring additional preparation in mathematics (MATH 001 and MATH 002) per semester: \$200. (Required of students whose curriculum calls for MATH 110 or 115 and who do not pass the qualifying examination for these courses.) This Special Math Fee is in addition to course charge. Students enrolled in this course and concurrently enrolled for nine or more credit hours will be considered as full-time students for purposes of assessing fees.

Cooperative Education in Liberal Arts, Business, and Science (CO-OP 098-099) Per Semester: \$60

Engineering COOP Program (ENCO 098-099) Per Semester: \$60

Other Special Fees: The university offers a number of courses (MBA, ENTS, Life Sciences) that have special course fees in addition to, or in lieu of, the standard tuition charges. Students considering a course with a special charge are encouraged to contact that department prior to registering for the class to determine the total cost of the course.

Fees for Auditors and courses taken for audit are the same as those charged for courses taken for credit at both the undergraduate and graduate levels. Audited credit hours will be added to hours taken for credit to determine full-time or part-time status for fee assessment purposes. Special Students are assessed fees in accordance with the schedule for the comparable undergraduate or graduate classification.

Special Examination Fee (Credit-by-Exam): \$30 per course for all undergraduates and full-time graduate students; credit-hour charge for part-time graduate students.

Parking Registration Fees: All students enrolled for classes at the university and who drive or park a vehicle anywhere or anytime on the campus must register to park on campus each academic year. For additional information, please refer to the entry for Department of Campus Parking in chapter 3.

Textbooks and Supplies: Textbooks and classroom supplies vary with the course pursued, but will average \$702 in 00-01 (two semesters).

Service Charges for Dishonored Checks: Payable for each check which is returned unpaid by the drawee bank on initial presentation because of insufficient funds, payment stopped, post-dating, drawn against uncollected items, etc.

For checks up to \$100:	\$10
For checks from \$100.01 to \$500:	\$25
For checks over \$500:	\$50

When a check is returned unpaid, the student must redeem the check and pay any outstanding balance in the account within 10 days or late fees may be assessed and the account transferred to the Central Collection Unit for legal follow-up. Additionally, a minimum 17% collection charge is added to the charges posted to the student's account at the time the transfer is made. When a check is returned unpaid due to an error made by the student's bank, the student must obtain a letter from the branch manager of the bank or a person of equivalent status admitting the error. This letter must be submitted to the Office of the Bursar to have the service charge waived.

Overdue Library Charges: For items from the library's main circulating collections, charges are 35¢ per day per item, and recalled item fines are \$1.50 per day. If an item is lost or mutilated, the borrower is charged the estimated cost of the item plus a processing fee to cover acquisition and cataloging costs. Different fine rates may apply for other library collections, such as reserve collections.

Maryland English Institute Fee: Semi-intensive, \$2,240. Intensive, \$4,266. Students enrolled with the Maryland English Institute pay this fee in support of the Institute. Students enrolled in the semi-intensive program may also enroll for regular academic courses and pay the tuition and fees associated with those offerings. The program also offers non-credit courses in English Pronunciation for \$579, Advanced Writing for \$771, and Advanced Oral Communication for \$771. These charges are for academic year 99-00 and are subject to change.

16 Fees, Expenses, and Financial Aid

Property Damage Charge: Students will be charged for damage to property or equipment. When responsibility for the damage can be fixed, the individual student will be billed for it; when responsibility cannot be fixed, the cost of repairing the damage or replacing equipment will be prorated among the individuals involved.

Late Payment Fee: Per-semester fee of 5% of overdue amount, or \$10, whichever is greater, plus an additional 1.5% on each subsequent billing.

Withdrawal or Refund Fees: Students compelled to leave the university at any time during the academic year should secure a form for withdrawal from the Records and Registration Office. The completed form and the semester Identification/Registration Cards are to be submitted to the Records and Registration Office. Students will forfeit their right to refund if the withdrawal action described above is not adhered to. The effective date used in computing refunds is the date the withdrawal form is filed in the Records and Registration Office. Stop-payment on a check, failure to pay the semester bill, or failure to attend classes does not constitute withdrawal. A request for a refund should be processed by students with the Office of the Bursar; otherwise any credit on student accounts could be carried over to the next semester. **Cancellation of Registration—Submitted to the Withdrawal/Reenrollment Office before the official first day of classes entitles students to full credit of semester tuition.**

Undergraduate students withdrawing from the University will be credited for tuition and fees in accordance with the following schedule:

Prior to 1st day of classes	100%
1st 10 days of classes	80%
3rd week	60%
4th week	40%
5th week	20%
After 5th week	No Refund

Note: First-semester freshmen who receive Title IV aid and who withdraw will receive a refund in accordance with federal regulations.

Prior to the first day of classes, if full-time undergraduates drop a course or courses, thereby changing the total number of credits for which they are preregistered to 11 or fewer, charges for the semester will be assessed on the basis of the per-credit-hour fee for part-time students. However, if students later add a course or courses thereby changing the total number of credits for which they are registered to 12 or more, they will be billed for the difference between per-credit-hour fees paid and the general fees for full-time undergraduates.

If during the first five days of classes full-time undergraduates drop a course or courses thereby changing the total number of credits for which they are registered to 11 or fewer, charges for the semester will be assessed on the basis of part-time charges plus 20% of the difference between the full-time fees and appropriate part-time charges. After the first five days of classes, there is no refund for changing from full-time to part-time status.

Students who register as part-time undergraduate students and **apply** for a refund for courses dropped during the first week of classes will be given an 80% refund. No refund will be made for courses dropped thereafter.

No part of the charges for room and board is refundable except when students officially withdraw from the University or when they are given permission by the appropriate officials of the University to move from the residence halls and/or to discontinue dining hall privileges. In these cases, the room refund will be computed by multiplying the number of periods remaining by the pro rata weekly rate after adjusting for a service charge. Refunds to students having full board contracts will be calculated in a similar manner. No room and/or board refunds will be made after the 14th week of the semester. Students are reminded that reservations for room and board must be canceled by the date published in the residence hall and dining services agreement(s).

In computing refunds to students who have received the benefit of scholarships and loans from university funds, the computation will be made to return the maximum amount to the scholarship and loan accounts without loss to the university.

FINANCIAL AID

Office of Student Financial Aid
0102 Lee Building, (301) 314-9000
E-mail: umfinaid@osfa.umd.edu
<http://www.umd.edu/fin>

Applying for financial aid, receiving financial aid, and keeping financial aid do not happen automatically. Students have to make it happen!

The Office of Student Financial Aid (OSFA) administers all types of federal, state, and institutional financial assistance programs, and, in cooperation with other university offices, participates in the awarding of scholarships to deserving students. The primary responsibility for financing attendance at the University of Maryland, College Park, lies with students and families. Scholarships, grants, loans, and work-study positions are awarded on the basis of academic ability and/or financial need as determined by a federal needs-analysis system. It is OSFA's intent to provide assistance to students who might not otherwise be able to pursue college studies due to lack of finances.

Financial aid funds are limited; therefore, all new, readmitted, and returning students must follow these steps to receive priority consideration for financial aid:

1. Submit admissions applications and all necessary supporting documents to the Office of Admission by the appropriate deadlines. (Deadlines are listed in chapter 1.)
2. Complete a Free Application for Federal Student Aid (FAFSA) after January 1. FAFSAs are available from OSFA. **A new FAFSA is required for each academic year of the student's enrollment. The FAFSA is now available online at www.umd.edu/fin.**

New students should not wait to be admitted before filing the FAFSA. A financial aid application has no bearing on a student's admission application. However, students will not receive final consideration for aid until they are admitted to a degree program.

3. **Mail the form to the Federal Student Aid Programs application processor no later than February 1, so that it is received by the processor by February 15. Applying online helps speed up the process.** Income for the previous year may be estimated initially, and corrected later on the Student Aid Report.

Applications received after February 15 will be reviewed after on-time applications in order of receipt as long as funds are available.

General Regulations Applicable to All Forms of Aid

Full-Time Status. For most types of aid, students must attempt at least 12 credit hours through schedule adjustment each semester in order to receive the full financial aid award. Please refer to the standards of Satisfactory Academic Progress when considering dropping below 12 credit hours for any given semester.

Citizenship Status. Students must be United States citizens or eligible non-citizens in order to be eligible for federal, state, or university financial assistance.

Default/Owe Refund: Students cannot be in default on an educational loan, nor can they owe any refund on a Pell Grant or Supplemental Educational Opportunity Grant (SEOG) previously awarded at any post-secondary institution.

Degree-Seeking: Students must be working toward a degree or certificate. Students must be admitted to the University as "degree-seeking."

Satisfactory Progress: Students must be making satisfactory progress toward a degree or certificate according to the Standards for Satisfactory Academic Progress published in the *Schedule of Classes*.

Selective Service: To receive federal financial aid, students must be registered with Selective Service if they are male, at least 18 years old and born after December 31, 1959, unless they are not required to be registered. Compliance with the registration requirement will be verified by the federal government.

Receiving a Non-University Award: If a student receives assistance (scholarship or loan) from a non-university source, the university may reduce the financial aid awarded by the university. It is the student's responsibility to notify the Office of Student Financial Aid of all outside awards.

Change in Financial Situation: It is the student's responsibility to notify the Office of Student Financial Aid of any changes to his or her financial situation during the year.

Reapplication Requirement: No form of need-based assistance is automatically renewed from year to year. All students requesting aid must reapply by submitting a new FAFSA annually. Such reapplication must indicate continued financial need as well as Satisfactory Academic Progress.

Award Policy: Financial aid is normally a combination of grants, loans, and employment. The financial aid "package" is determined by the availability of the various types of financial aid and the individual circumstances of the students. It is not necessary to make any special application for university grants. The Office of Student Financial Aid will determine awards that best fit the needs and qualifications of the candidates.

Estimating Educational Cost

A budget of average educational costs is used in determining how much aid a student is awarded during the academic year. A typical current budget for an undergraduate at the University of Maryland, College Park, is:

Dependent Student Living on Campus

Tuition and Fees in-state: (1999-2000)	\$4,939
Out-of-state: (1999-2000)	11,827
Room *	3,456
Board *	2,620
Books (1999-2000)	702
Personal expenses and commuting *	2,396
TOTAL In-state *	\$14,113
Out-of-state*	\$21,001

*The above budget is subject to change for the 2000-2001 academic year. To determine the 2000-2001 costs for room and board, please contact the Student Financial Services Center.

MERIT-BASED FINANCIAL ASSISTANCE

Scholarships

Several scholarships are available to the highest-achieving students at the University of Maryland, College Park. Two types of scholarships are available: those based solely on academic or creative talent (merit-based), and those based on financial need as well as academic or creative talent (need-based). The eligibility criteria for the different scholarships vary, and are listed below. For more information on these programs, students are encouraged to contact the office or department responsible for selecting the recipients. Please see the list of departmental scholarships at the end of this chapter. Current information about scholarships is also available through the World Wide Web at <http://www.umd.edu/fln>.

Banneker/Key Scholarship: The University of Maryland seeks to identify and select some of the brightest high school seniors in the nation to continue their education as Banneker/Key Scholars. Students selected for this prestigious award will receive full financial support for four years, which covers tuition, room, board, mandatory fees, and a book allowance. They will also be admitted to the University Honors Program, and will be afforded many other opportunities for participation in intellectual enrichment programs. For full consideration, students must submit an admission application, application fee, official transcript, essay, recommendations, and SAT I or ACT scores to the Office of Undergraduate Admissions by December 1 for the following academic year. Selection is based upon academic achievement plus extracurricular activities, awards and honors, and an essay. Semifinalists are given a personal interview. Factors such as a candidate's involvement in community service, talents or skills, leadership, and character all play a part in the final awards. Contact the Office of Undergraduate Admissions.

Regents Scholars Program: The Regents Scholars Program recognizes the extraordinary achievement of outstanding freshmen students. New awards are made each year in the amount of full in-state tuition, room, board, and mandatory fees. Recipients are automatically admitted to the University Honors Program. A select number of the top high school scholars in the state will be interviewed for this most prestigious award. A complete admission application, application fee, official transcript, essay, recommendations, and SAT I or ACT scores must be submitted to the

Office of Undergraduate Admissions by December 1 to apply for the Regents Scholars Program for the following academic year. Contact the Office of Undergraduate Admissions.

National Merit Scholarships: The University of Maryland, College Park is a sponsoring institution in the National Merit Scholarship corporate competitions. The university offers \$2,000 scholarships for each of four years to in-state merit finalists who indicate College Park as their first-choice institution. Other merit finalists are awarded scholarships ranging from \$1,000 to \$2,000. To qualify, submit an admissions application, application fee, official transcript, essay, recommendations, and SAT I or ACT scores no later than December 1. Contact the Office of Undergraduate Admissions.

President's Scholarship: This award provides talented undergraduate students with partial tuition support for four years. It is offered to incoming freshmen. Students are selected through the admission process with primary consideration given to academic performance in high school (high school courses and achievement) and standardized test scores (SAT or ACT). For full consideration, students must submit a complete application for admission by December 1. Contact the Office of Undergraduate Admissions.

Weinberg Regents Scholarship: The Board of Regents has designated the Weinberg Regents Scholarship to be awarded to a Maryland community college transfer student in order to continue the commitment to outstanding students. In order to be selected for this award, a student must have exceptional qualifications, including achievement of a 4.0 grade point average, completion of the Associate of Arts degree at a Maryland community college, evidence of creative and intellectual activities or scholarly potential, and have been admitted to one of the University System of Maryland institutions. The deadline for submitting the candidate's application material is June 15. The winner may receive the scholarship for two years, totalling no more than four semesters including summer sessions. For information, contact the University System of Maryland Administration at (301) 853-3692.

Transfer Merit Scholarship: These awards are available to outstanding students transferring from Maryland community colleges. The awards cover in-state tuition and mandatory fees for two years of undergraduate study. To be eligible for consideration, students must have an overall grade point average of 3.5 for all college work attempted, and must have completed an Associate of Arts degree or the entire first two years of courses for the major in which the student expects to enroll. Students who have previously attended the University of Maryland, College Park, are ineligible for this scholarship. Candidate nomination forms are available in early January from the Office of Undergraduate Admissions or from community college advisers. The deadline for receipt of the application, official transcripts, and scholarship materials is mid-March. Contact the Office of Undergraduate Admissions.

Honors Scholarship: Honors students already attending Maryland are eligible to apply for one of these \$600 awards. Financial need is not a criterion for selection. Regents, Banneker-Key, and President's Scholarship recipients are not eligible for Honors Scholarships. To be considered, students must be first- or second-year students, have at least a 3.2 grade point average, and be making satisfactory progress toward the completion of requirements for an Honors citation. In addition, applicants must submit an essay on their academic goals and plans for achieving them. Contact the University Honors Program.

University of Maryland Departmental Scholarships: Some Colleges and departments at the university offer a variety of merit scholarships. Most departmental scholarships require a student to have a minimum grade point average of 3.0 and be registered for a minimum of 12 credits per semester. For information regarding departmental scholarships, please contact the appropriate College or department.

Creative and Performing Arts Scholarships: These are competitive scholarships which are awarded annually. Primary consideration will be given to entering freshmen and transfer students from community colleges who have outstanding talent in art, dance, music, or theater. The scholarships cover in-state tuition and mandatory fees and are renewable for up to three additional years based upon an acceptable level of performance as defined by the respective departments. Auditions and/or portfolios are required. Contact the College of Arts and Humanities.

Deans' Scholarships: This award provides talented undergraduate students with partial tuition support for four years. It is offered to incoming freshmen. To be considered, students must submit a complete admission application no later than December 1. Contact the Office of Undergraduate Admissions.

18 Fees, Expenses, and Financial Aid

Maryland State Scholarships: The Maryland State Scholarship Administration (MSSA), located in Annapolis, awards both need- and merit-based scholarships to Maryland residents. There are currently 16 different programs available, including the Guaranteed Access Grant, Educational Assistance Grant, the Senatorial Scholarship, the House of Delegates Scholarship, the Science and Technology Scholarship, and the Distinguished Scholar Award. You may obtain more information about these and other awards by calling MSSA at (410) 974-5370. All Maryland residents are expected to apply for State Scholarship assistance. Initial application for many of the awards is made through the Free Application for Federal Student Aid (FAFSA). Please note that filing the FAFSA is sufficient to apply for most Maryland State Scholarships at UMCP, although some may require additional application forms. The application deadline for most programs is March 1. FAFSAs are available from the UMCP Office of Student Financial Aid.

Scholarships from Other States: Several states have reciprocal agreements with the State of Maryland. Students who are residents of these states may receive funds for study in eligible post-secondary institutions in Maryland. Interested students should contact their state scholarship agencies for information.

Scholarship Searches: A broad range of scholarships are available from private sources. Usually, these awards are not as well publicized as the state and university programs. Therefore, students should conduct a scholarship search to locate such sources. The University of Maryland offers access to several services to students to aid them in their searches. Access our World Wide Web site at www.umd.edu/fin to use these services.

NEED-BASED FINANCIAL ASSISTANCE

Grants

The Office of Student Financial Aid administers several grant programs for undergraduates. Awards are made based on financial need as determined by the FAFSA. Grants do not have to be repaid. Access our World Wide Web site at www.umd.edu/fin for more information.

Federal Pell Grant: This grant provides a "foundation" of financial aid, to which aid from other sources may be added. Only undergraduates (those who have not already completed a bachelor's degree) may receive a Federal Pell Grant. All undergraduates will be considered for this grant regardless of when their applications were received. Students may receive the Federal Pell Grant for less than full-time attendance, although the award will be pro-rated based on the number of credits attempted. Awards range from \$400 to \$3,300.

Federal Supplemental Educational Opportunity Grant (FSEOG): The FSEOG is awarded to full-time undergraduates with exceptional need. Priority is given to Federal Pell Grant recipients. To be considered for FSEOG, you must meet OSFA's priority application deadline of February 15. The minimum award is \$200 with the maximum award dependent upon the amount of FSEOG funds which the university receives from the government. The funds are divided among as many deserving students as possible.

Institutional Grants: The university awards grant money to full-time students who demonstrate financial need and who meet OSFA's priority application deadline of February 15. There are three funds from which money is awarded, and OSFA selects recipients for the awards based on which grant best fits their qualifications. The **UM Scholarship** is awarded to undergraduates based on their cumulative grade point average and to entering freshmen based on their high-school academic record. The **UM Grant** and **Frederick Douglass Grant** may be awarded to any undergraduate. Award amounts for these three programs range from \$100 to \$2,500, depending upon the University's funding.

Self-Help

Financial aid may be awarded in the form of an opportunity to obtain assistance, rather than as an outright monetary gift. Such aid programs are called "self-help," and take the form of employment programs and student loans. Most of these programs are awarded based on need as determined by the FAFSA. Access our World Wide Web site at www.umd.edu/fin for additional information.

Federal Work-Study: The Federal Work-Study (FWS) Program provides students the opportunity to earn money to meet their educational and personal expenses through the semester. Money earned from a FWS job does not have to be paid back. To be considered for FWS, students must

meet OSFA's priority application deadline of February 15. This award is need-based, and may range from \$800 to \$2,500. Pay rates depend on the level of complexity of the work, but will be at least the federal minimum wage. Like all university employees, FWS employees receive a paycheck every other week for the hours worked. Most FWS jobs are on campus, though opportunities exist through the Community Service Program for FWS students to work off campus at several Federal Government Agencies. The number of hours students may work is limited to 20 per week while school is in session, and 40 per week during vacations and summer.

Workshops: Through a workshop, funds are advanced to the student at the beginning of the semester when he or she completes a contract stating the number of hours to be worked during that semester. This program differs from Federal Work-Study in that the student receives all the "wages" up front to help cover the university bill, and so does not receive bi-weekly paychecks. Several offices and departments on campus including the Office of the Bursar, Shuttle UM, Residential Facilities, and Dining Services, now offer workshops. Students should contact the department or office for which they are interested in working.

Federal Perkins Loan: This is a low-interest rate (5%) loan for students with exceptional financial need. This is a loan borrowed from the school, and it must be paid back. To be eligible, students must meet OSFA's priority application deadline of February 15. The amount of the award will depend upon the student's need, and may range from \$100 to \$1,500. New borrowers (those who first receive a Federal Perkins Loan after July 1, 1988) have a grace period of nine months after graduating or leaving school before they must begin repaying their Federal Perkins Loans. Interest will begin accruing at the time of repayment. Students are not responsible for paying the interest on the loan while they are attending school.

Federal Stafford Loan: This is a low-interest-rate loan for students who attend at least half-time. Application is made through the school financial aid office via the FAFSA. Eligibility for this loan is based on need, not credit history. This loan is borrowed by the **student**, and must be paid back by the student.

There are two types of Federal Stafford Loans, **subsidized** and **unsubsidized**. The student must demonstrate financial need to receive a subsidized loan, and he or she is not required to pay the interest on it while in school. Students who do not demonstrate financial need, or who do not demonstrate sufficient need to borrow a full subsidized loan, may borrow a Federal Unsubsidized Stafford Loan. If a student borrows an unsubsidized loan, he or she will be responsible for paying the interest which accrues during school attendance. The FAFSA must be completed by all students who wish to apply for either type of Federal Stafford Loan. The interest rate for new borrowers who take out their first Federal Stafford Loan on or after July 1, 1994, is variable, capped at 8.25%. The interest rate through June 30, 1998 is 8.25%. Repayment of the loan will begin at the end of the six-month grace period after graduation or dropping below half-time status.

Maximum loan amounts are as follows: \$2,625 per year for first-year undergraduates, \$3,500 per year for second-year undergraduates, and \$5,500 per year for third-, fourth-, or fifth-year undergraduates. If the student does not demonstrate need to borrow the maximum for his or her year in school through the subsidized Federal Stafford Loan, he or she may borrow the difference in a Federal Unsubsidized Stafford Loan. For instance, if you are a junior, and you demonstrate need for a \$3,000 Federal Stafford Loan, you may borrow up to \$2,500 more in an unsubsidized loan if you wish. The maximum borrowing limit for undergraduates is \$23,000.

The Student Loan Reform Act of 1993 has abolished the Federal Supplemental Loan for Students (SLS). As a result, the annual limits for the Federal Unsubsidized Stafford Loan will be increased for students who are classified as independent, or for those dependent students whose parents do not qualify to borrow the Federal Parent Loan for Undergraduate Students (PLUS). Therefore, the unsubsidized loan borrowing limits will be increased by \$4,000 for first- and second-year undergraduates, and \$5,000 for third-, fourth-, and fifth-year undergraduates. The aggregate loan limits are also adjusted to reflect the increased annual limits.

Federal PLUS (Parent Loans For Undergraduate Students): This is a non-need-based loan which parents may borrow to help them pay for their dependent children's education. The Federal PLUS enables parents to borrow the full yearly cost of the student's education (as determined by the school) minus all other financial aid. Otherwise, there is no yearly or cumulative borrowing limit. Because this loan is not need-based, submission of the FAFSA is not required to apply. However, the loan application must first be submitted to the school for calculation of the amount which the parent may borrow for the student in that year. Final

approval of the loan by the parents' chosen lender will be based on credit history. The interest rate for the Federal PLUS is variable, capped at 9%, and is reset July 1 of each year to equal the rate on the 52-week Treasury Bill on June 1, plus 3.1%. Repayment of the loan begins immediately.

UNIVERSITY OF MARYLAND, COLLEGE PARK DEPARTMENTAL SCHOLARSHIPS

University of Maryland, College Park, Departmental Scholarships: Some colleges and departments at the university offer a variety of merit scholarships. Most departmental scholarships require a student to have a minimum grade point average of 3.0 and be registered for a minimum of 12 credits per semester. For information regarding departmental scholarships, please contact the appropriate college or department.

COLLEGE OF AGRICULTURE AND NATURAL RESOURCES

Agriculture

Agriculture Development Fund
Maryland State Fair
Chapel Valley Landscape Award
Richard Davis Memorial Scholarship
Dairy Intern Scholarship
Eugene Fox Scholarship
Explore Agriculture
George Earl Cook, Jr. Scholarship
Maryland Greenhouse Growers Scholarship
Maryland Nurserymen's Association
MD & VA Milk Producers Scholarship
Dairymen Scholarship
MD State Grange/Holter Scholarship
Herbert J. Snyder Scholarship
Southern States Coop Inc.
A. F. Vierheller Award
Siegfried Weisberger
T & G Miles Weiss Memorial Scholarship
Winslow Foundation Scholarship
C.W. England
Goddard Memorial Scholarship
G. L. Lake Scholarship
Mylo Downey Memorial Scholarship
James Ferguson Scholarship
T. B. Symons Scholarship
Manasses & Susanna J. Grove
Ernest Cullen Memorial
Paul Poffenberger
A. M. Ahalt
Ross & Pauline Smith
Agriculture SSI Stipend
Takoma Horticultural Club Scholarship

Agriculture and Resource Economics

Ray A. Murray
Bill V. Lessley Memorial Scholarship
Arthur & Pauline Seidenspinner
Rhonda Lantin
Bessie H. DeVault

Agriculture Engineering

DC-MD ASAE Scholarship

Agromony

Delaware-Maryland Agribusiness Association
Agromony International Scholarship
Emmet Gary Scholarship of the MD State Golf Association
Mid Atlantic Association of Professional Soil Scientists
Nor-Am Turf Scholarship
Outstanding Senior in Agromony
Outstanding Agromony Grad. Student

Institute of Applied Agriculture

Bartlett Tree Foundation
Bernice Howell
Henry Carroll Arborist
James Chestnut
Holstein-Friesian Association
George Quigley
IAA Alumni Scholarship
Landscape Contractors' Association
Cecil Massie Memorial
Patapsco Grange # 403
Shields Memorial
Stamper Memorial Scholarship
Stonybrook Landscape Scholarship

Poultry Science

Kinghorne Scholarship
Shaffner Memorial Scholarship
Hubbard Farms Scholarship
Lillian Hidebrandt Rummel Scholarship
EPA Hazardous/Solid Waste Fellowship

ALUMNI PROGRAMS

J. Logan Schutz
Alumni Association International

SCHOOL OF ARCHITECTURE

Leonard & Betty Crewe Endowment for Historic Preservation
Leonard Dressel Scholarship Fund
Jack Smith Kerxton Memorial Scholarship
Laurence Sangston
Architecture Alumni Scholarship
Architecture General Scholarship
LARC Sustainable Futures
Joe E. James Award
Architecture Scholarship Fund
Herbert Rycroft Scholarship
Leland E. & Catherine B. Scott Award
Architecture Fellowship Fund

COLLEGE OF ARTS AND HUMANITIES

Arts

Creative and Performing Arts Scholarship
The James P. Wharton Art Fund
Van Crew Jr. Award
Design Service Project

Art History

Judith K. Reed Scholarship

Classics

Avery Scholarship

Dance

Creative and Performing Arts Scholarship

Dean's Office

Catherine F. Vuozzo Scholarship Fund
Walter T. Shirley Scholarship

English

Dawn Marie Sisas Memorial Scholarship

Germanic Studies

German Orphan Home Assoc. Inc.-Dr. Anna Bartsch Dunne Ed.
Trust Fund

Historic Preservation

Prince George's Heritage Preservation Fellowship

History

William Randolph Hearst Fellowship
Gordon W. Prange Fellowship in European History
Walter Rundell Award
Hoosier Clio Award

Jewish Studies

David Baker Memorial Scholarship Fund
Melvin S. & Ryna G. Cohen Scholarship
Isadore & Bertha Gudelsky Memorial Scholarship Fund
David Mark Konigeberg Memorial Scholarship Fund
George Wasserman Scholarship Fund

Language Center

Donald B. Hirsh Prize

Music / Band

Anonymous
Anonymous Piano Scholarship
Artist Scholarship Benefit Series
Agnes White Bailey Cello Scholarship
Band Activity Scholarship
Clifford Arnold Bersen Memorial Scholarship
Graduate Band Activity Scholarship
Chevy Chase Women's Club Scholarship
Creative and Performing Arts Scholarship
Susan E. Greenleaf Music Scholarship Fund
Nisenfeld Scholarship
Orchestra Assistance
Ruth Overholzer Graduate Scholarship
Daniel L. Pomeroy Scholarship
Presser Scholarship
Esther B. Simon Charitable Trust
St. Patrick's Fund
Voice and Opera Division Scholarship Fund
The John E. Wakefield Scholarship
Stanford Berman Scholarship Fund
Graduate Accompanying Scholarship

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Martha Anne Healy Scholarship
Anonymous Voice/Opera
Performance Achievement Award
Homer Ulm Competition Fund

Student Affairs

Art & Humanities Senior Summer Scholars

Theatre

Creative and Performing Arts Scholars
Dean and Mrs. Charles Manning Scholarship
Theatre Patrons Association

COLLEGE OF BEHAVIORAL AND SOCIAL SCIENCES

Academy of Leadership, James MacGregor Burns

James MacGregor Burns Graduate Leadership Award
Rising Star Leadership & Participation Award
Rosalie Reilly Gubernatorial Memorial Fund

Afro-American Studies Program

Joint Bachelor's/Master's Program in Afro-Amer Studies & Public Policy
John & Ida Slaughter Endowed Scholarship in Science, Technology & Black Community

Criminology and Criminal Justice

Peter P. Lejins Award

Dean's Office

Murray E. Plakoff Scholarship

Economics

Dillard Fellowship in Economics
Departmental Scholarship
Dean's Scholarship in Economics
Dudley & Louisa Dillard Prize for Outstanding Economics
Junior and Senior

Government and Politics

The Conley Dillon Memorial Fund
Jean Elizabeth Spencer Award
Oppenheimer Scholarship
Institute for Study of World Politics

Psychology

Mark Harper Award

THE ROBERT H. SMITH SCHOOL OF BUSINESS

Andersen Consulting DIS Leadership Award
Business & Management Alumni Chapter Scholarship
MBA Travel Grant Award
Wang/Kirkpatrick
J. Carter Hammel Scholarship
Baltimore Propeller Club-Past President's Scholarship
William F. Holin Scholarship
Patricia Schmittlein Fund
CBM Alumni Fellowship
James Edward Miller Chapman Foundation Scholarship
Computer Sciences Corporation
Charles M. Connor Scholarship-Baltimore Propeller Club
Export-Import
Goldsmith
Ted S. Halpern Scholarship Fund
Associated Italian American Charities of MD Scholarship #16
FIPSE Study Abroad Mobility Stipend
NDTA Foundation
Warren K. Reed Fund
Jack B. Sacks Foundation
Morgan Stanley Minority Fellowship
Charles A. Taff Scholarship
Ralph J. Tyser MBA Fellowship Fund
Olga A. Wertz "Twink" West Scholarship
GEICO Achievement Award
MBA Excellence Award
Mobil Oil
Krave Teaching Award
Martin Friedman Scholarship Fund
Delta Nu Alpha 84

COLLEGE OF COMPUTER, MATHEMATICAL, AND PHYSICAL SCIENCES

Astronomy

Grigor Wentzel Fellowship

Computer Science

Computer Science Corporation Scholarship
Computer Science Department Graduate Scholarship
Philip Angerhoffer Outstanding Teaching Assistant
Quest Systems
EDS Scholarship
Info Technology Minority Scholarship

Teaching Assistant Excellence Award
Undergraduate Computer Science Department Scholarship
Alumni Scholarship
GE Information Services Corp Scholarship
Mobil Oil Corporation
Upsilon Pi Epsilon Award (Programming Contest)

Dean's Office

Computer Sciences Corporation-Minority Scholarship Award
BDM Information Technology Minority Scholarship
J.R. Dorfman Prize Award

Geology

Fernow Memorial Field Fund

Mathematics

Mathematics Competition
W. J. Trjitzinsky Memorial Fund - Ruth Goldhaber Fund
Edgar Krahn Mathematics Competition
Aaron Strauss Scholarship
Milton Abramowitz Memorial Prize
Dept. of Math Outstanding Senior Award
Robert Higgenbotham Award

Physics

Jeffrey & Lily Chen Fellowship
Minority Scholars Tuition Scholarship Award
Outstanding Academic Achievement for a 1st-Year Graduate Student
Leon Herreid Science Fellowship
Iskraut Fellowship

COLLEGE OF EDUCATION

Curriculum and Instruction

NSF/MCTP Teaching Scholarship

Dean's Office

The Alumni Board Scholarship
Friends of the College
Donald Maley Scholarship
Mabel S. Spencer Scholarship
Harold R. Benjamin Scholarship
General Scholarship Fund
Walter J. and Elmira Stanley Hahn Scholarship Fund
Philip L. and Ora T. Ordwein Scholarship

EDHD/Institute for Child Study

Laboratory of Developmental Assessment & Intervention Scholarship

Health and Human Performance / Kinesiology

Louise Howarth Memorial Scholarship

Human Development

Director's Fellowship
Hugh Perkins Fellowship
Jean Grambs Scholarship

Measurement, Statistics, and Evaluation

International Test & Evaluation Assn, GW Chapter

Special Education

Preparation of African-American Special Education
Morris Frankee
Five-Year Preservice Program in Special Ed

A. JAMES CLARK SCHOOL OF ENGINEERING

S.A.M.E. NY Post
S.A.M.E. Baltimore Post
Russel B. Allen Scholarship
Allied Scholar Program
Ramsey Westinghouse
ALCOA Minority
Andersen Consulting
Philippine Engineers Association
Baltimore Engineering Society
John Chester Barto Scholarship
Bechtel Corp
Paul E. Bengston
Clark Construction Group
Glenn S. Tarbox
Fairchild Scholars
GEM Engineering
GTE Transfer Scholarship
Kent Co. Farm
Kodak Minority Award
Koppers Engineering Scholarship
Litton American
MD Society of Professional Engineers
Mobil Minority Scholarship in Engineering
MSPE Honorary Scholarship #2
NUS Corp Minorities in Engineering
Basil A. Phucas

Plastic Institute of America
 Tau Beta Pi
 TRW Engineering Scholarship
 BG & E Scholarship
 E. Robert Kent
 Roger Willard
 Litton Industries
 Alvin L. Aubinoe Scholarship
 Jack & Dorothy Bender
 Russell H. Knust
 David W. Fitzgibbons
 George M. King Memorial
 Fortner Memorial
 Booz Allen Hamilton
 EDS-Engineering
 Reliability Division Association
 MD Space Grant Scholarship
 Joseph Guthrie Memorial
 Dr. Vino Guruswamy Memorial Scholarship
 James S. Long Scholarship Fund
 Young Scholars
 Outstanding Systems Engineering Undergraduate and Graduate Award
 Thiokol Corporation Scholarship Fund
 WM Summer Engineering Program

Aerospace Engineering

Robert Rivello Scholarship
 Westinghouse Aerospace Scholarship
 Ford Fellow GLM Wind Tunnel
 Glen L. Martin Scholarship
 GLM/Coop Scholarship
 Core Lab Perform Grant

Agricultural Engineering

Washington D.C.-MD Section ASAE Scholarship

Center for Minorities in Science and Engineering

NACME Incentive Grants Program
 Sikorsky
 Technology & Management Services, Inc. (TMS) Technical
 Scholars Program
 Center for Minorities in Science and Engineering Emergency Loan
 Michael L. Cherry Memorial
 COMSAT Corporate
 GE Foundation
 NACME Corporatt Scholarship
 National Society of Black Engineers Fellow Scholarships

Chemical Engineering

Donald T. Bonney Memorial
 David Berman

Civil Engineering

Wilson T. Ballard
 S. Zupnick
 Dan Waldo
 Ben Dyer Engineering Memorial
 Daniel Garher Scholarship
 Harkins Group Fellowship
 George Hyman Construction
 Kidwell Engineering Scholarship
 Leonard Digiluvan
 Frank P. Schrivener Memorial
 J. S. Davidson
 Miller & Long Company Scholarship
 Federline Inc Award
 John F. Miller III Scholarship

Dean's Office

GE Forgivable Loan
 Sujon Guha Memorial Fund
 Summer Study in Engineering for H.S. Women

Electrical Engineering

Joseph Sciulli
 Association of Old Crows
 Chairman Scholarship
 MS Program in Telecommunication
 Victor G Rinker Scholarship
 David Andrew Tretter Memorial Scholarship
 Department Chair's Scholarship

Fire Protection Engineering

Society of Fire Protection Engineering (SFPE), Chicago Chapter
 American Fire Sprinkler Association
 Philip L. Decamara Award
 Anne Arundel Fire Dept.
 Baltimore County Volunteer Fire Dept.
 Fire Apparatus Manufacture Association
 Gagnon Award

Rolf Jensen & Assoc.
 Ladies Auxiliary/ MD State Firemen's Assoc.
 Marsh McLennan
 MD State Firemen/Heimer FB
 Frank J. Fee (NFPA)
 Prince George's Volunteer Firemen's Scholarship
 Robert W. Schirmer
 O'Neill Powers Memorial

Materials and Nuclear Engineering

American Society for Quality Control
 Institute for Nuclear Power Operations (INPO)

Mechanical Engineering

Hayleck Scholarship
 Mardiros Scholarship
 Mechanical Engineering General
 Morton Thiokol Inc.
 Shreeve Scholarship
 ASHRAE Grad Grant-in Aid

Minority Scholars in Computer Science and Engineering

Summer Program

Minority Scholars in Computer Science & Engineering

COLLEGE OF HEALTH AND HUMAN PERFORMANCE

Morris A. Kasoff Memorial Driv. Ed
 William Ryan Memorial
 Maurice & A. Sandler
 Sidney Rut Schreter

HONORS

Honors Research Grant
 Honors Scholarship
 Transfer Merit

INTERNATIONAL EDUCATION SERVICES

Study Abroad-Minority/In-State Scholarship
 Study in London Scholarship
 Emergency Funds
 Samuel Krakow Scholarship
 Robert Ma Scholarship
 Jonathan David International Travel Award

COLLEGE OF JOURNALISM

J.Y. Bryan Prize
 CNS Scholarship/ American News Women's Club
 Richard Eaton Graduate Fellowship in Radio Broadcasting
 Journal of Communication
 Wordsmith
 Alder Group Scholarship
 Susan Daugherty Scholarship
 Dean's Scholarship
 Paul Berg Diamondback Scholarship
 Egyptian Embassy Grant
 Freedom Forum
 Howard Penn Hudson Newsletter Publisher Association
 Foundation Scholarship
 Jay Jackson Scholarship
 Maryland-Delaware-D.C. Press Association Scholarship
 Montgomery County Press Association Scholarship
 Knight Ridder Scholarship
 Maryland PRSSA Award
 Gertrude Poe Journalism Scholarship
 Washington Press Club Foundation
 Richard Worthington Scholarship

LIBRARY AND INFORMATION SERVICES

College of Lib. & Info Services Alumni
 Laurence B. Heilprin Award
 H.W. Wilson
 Noyes Library Association
 Helen A. Tegnell Memorial Scholarship
 Silver Anniversary Scholarship

COLLEGE OF LIFE SCIENCES

Botany

L.O. Weaver Fellowship Fund

CARB MBI

The Life Technologies, Inc. Graduate Fellowship fund

Chemistry and Biochemistry

Isidore and Annie Alder Scholarship
 Leidy Foundation Scholarship

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Dean's Office

Prefreshmen Enrichment
Higgins/Berg Scholarship
Life Sciences Scholarship

Entomology

Ernest Cory

Microbiology

P. Arne Hanson Award

Molecular and Cell Biology Graduate

Dr. M. Zain-UI-Abedin Memorial Scholarship

Plant Biology

Carroll E. Coy
Jane Prithard Award

MISCELLANEOUS

Meyerhoff Scholarship Program (UMBC)

Meyerhoff Scholarship

President's Office

Presidential Minority Scholarship

SEE Productions (SEE Productions/SGA)

SEE Production Alumni Scholarship

Stamp Union and Campus Program (SUPC)

SUPC Alumni Scholarship

Office of Student Financial Aid (OSFA)

Victor E. Albright
Ethel R. Arthur Scholarship
Dunlap Scholarship
M. Esekial Scholarship
Naomi & Palmer Hopkins Scholarship
John J. Leidy Scholarship
Loats Foundation Scholarship
Mid-Atlantic Food Service
National Science Scholarship
Arthur C. Parsons Scholarship
Douglas Howard Phillips Memorial
George Phillips
Mary Elizabeth Roby Scholarship
Vivian F. Roby Fund
PG Area Science Fair
Thomas H. Taliaferro
Prince Georges Life Underwriters
Wal-Mart Competitive Edge Scholarship
Warrant Officers Association
Westridge Fund Scholarship
Max and Fanne Alperstein
The McCadden Fund
Pegasus Scholarship
Adele H. Stamp Memorial Award

PUBLIC AFFAIRS

Chessie System Scholarship
Captain William P. Cole III Fellowship
Blair Lee III Regents Fellowship
The Judy and Steny Hoyer Regents Fellowship
John J. Sexton Fellowship
Gladys Noon Spellman Fellowship
Millard E. Tydings Regents Fellowship
School of Public Affairs Fellowship

RETURNING STUDENT

Kamin Adult Learner Emergency Fund
Newcombe Scholarship

STUDENT AFFAIRS

Omicron Delta Kappa Scholarship

UNIVERSITY OF MARYLAND FOUNDATION

Prince George's Chamber of Commerce
Paul Lee

UNDERGRADUATE STUDIES

Returning Athletes Program Workshop
AT&T Admissions Scholarship

CHAPTER 3

CAMPUS ADMINISTRATION, RESOURCES, AND STUDENT SERVICES



CAMPUS ADMINISTRATION

Office of the President

1101 Main Administration, (301) 405-5803
Clayton Daniel Mote, Jr., President
<http://www.umd.edu/PRES>

The president is the chief executive officer of the University of Maryland. Five vice presidents, who report to the president, manage different divisions of the campus administration. The Office of Human Relations Programs, the Department of Intercollegiate Athletics, and the Maryland Fire and Rescue Institute report to the Office of the President. The College Park Senate, a representative legislative body of the university, advises the president on academic and other matters.

Academic Affairs

1119 Main Administration, (301) 405-5252
Gregory L. Geoffroy, Senior Vice President and Provost
<http://www.inform.umd.edu/EdRes/provost/>

The Office of the Senior Vice President for Academic Affairs and Provost provides leadership to the academic community and coordinates the academic life of all students at Maryland. The senior vice president and provost oversees the development of programs of study; oversees the development, review, and implementation of academic policies and regulations; and ensures the integrity and continuity of all curricula in the context of the institutional mission and the additional goals of promoting diversity and quality. This office also acts as a liaison within the academic community and between the academic and other communities and cooperates with other campus units in strategic and long-range planning.

Administrative Affairs

1132 Main Administration, (301) 405-1105
Charles F. Sturtz, Vice President
<http://www.umd.edu/pres/adminaffair.html>

The Office of the Vice President for Administrative Affairs is responsible for the effective management of the physical, fiscal, and staff support resources of the institution. The office also provides campus safety and security, materials management, administrative computing, and other necessary support services. Of particular interest to students are the community awareness and security programs offered by the University Police and the information and assistance services provided by the bursar for concerns of students regarding university billings.

Student Affairs

2108 Mitchell Building, (301) 314-8428
William L. Thomas, Vice President
<http://www.inform.umd.edu/CampusInfo/Departments/StudAff/>

The Office of the Vice President for Student Affairs provides administrative leadership for the development of programs, services, and research that help students clarify and fulfill their needs and objectives, and that contribute to a constructive campus learning environment. The office serves as a general point of contact for students and their families regarding student life. It coordinates student affairs efforts with the academic colleges, the graduate school, and other administrative units in the areas of student conduct, due process and student-related legal matters. The office maintains liaison with the university chaplains, the Student Government Association (SGA), and the Graduate Student

Association (GSA), and also advises Omicron Delta Kappa National Leadership Honor Society. The Office of the Vice President for Student Affairs also provides administrative support for the Senior Council and Parents Association.

University Relations

1114 Main Administration, (301) 405-4680
Brodie Remington, Vice President
<http://www.umd.edu/UA>

The Office of the Vice President for University Relations conducts a variety of programs to develop greater understanding and support for the University of Maryland among its many publics. Units of this office include Development, University Marketing, University Relations (Media Relations), University Publications, Special Events, and Alumni Programs. University Advancement is responsible for all official campus-wide advancement programs such as fund raising, alumni affairs, university images, production of official campus publications, films and video presentations, media relations, and management of major campus events.

Undergraduate Studies

2130 Mitchell Building, (301) 405-9363
Robert L. Hampton, Associate Provost and Dean
Kathleen Burke, Associate Dean
Richard Walker, Associate Dean
<http://www.inform.umd.edu/ugst/>

Undergraduate Studies is committed to the academic success of all undergraduates at the University of Maryland. As a generator of educational initiatives and a provider of direct services, Undergraduate Studies works closely with the campus community to advance the following agenda:

- To advocate campus-wide excellence in undergraduate education, with a particular focus on general education
- To collaborate with colleagues and community leaders on ways to attract, retain, and graduate talented students from diverse backgrounds and with diverse interests
- To offer timely and creative guidance that helps students take full advantage of the many learning opportunities available to them
- To promote an academic environment that values and engages the cultural richness of the local and global communities
- To support and reward faculty and staff in their roles as teachers, advisers, and mentors of undergraduate students
- To enhance an administrative structure committed to serving its students and their professors and advisers in a seamless fashion

In fulfilling its mission, Undergraduate Studies provides a wide range of academic-support services for undergraduates, faculty, and staff. All of its units work toward enhancing the undergraduate experience at Maryland. Undergraduate Studies coordinates the interpretation and implementation of academic regulations and requirements with the Office of the Senior Vice President for Academic Affairs and Provost and cooperates with academic deans and department chairs to assure the overall organization, continuity, and effectiveness of the undergraduate curriculum.

Undergraduate Studies includes:

- Academic Achievement Programs
- Air Force Aerospace Studies Program (AFROTC)
- Center for Teaching Excellence
- College Park Scholars

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CORE (general education requirements)
Division of Letters and Sciences
Educational Talent Search
First Year Focus
Health Professions Advising Office
Individual Studies
International Education Services
National Scholarships Office
National Student Exchange
Orientation Office
Postbaccalaureate Project (national fellowships and scholarships)
Pre-College Programs: Upward Bound and Math Science Regional Center
Office of the Registrar
Senior Summer Scholars
Student Financial Aid
Terrapin Reading Society
Undergraduate Admissions
Undergraduate Research Assistant Program
University Honors Program
Winterterm

The Center for Teaching Excellence

2130 Mitchell Building
<http://www.inform.umd.edu/CTE>

The Center for Teaching Excellence supports campus-wide efforts to enhance undergraduate education. The Center offers tangible assistance to individual faculty and teaching assistants (TAs), as well as to the departments and colleges in which they work. It provides workshops and conversations related to teaching and learning issues; assistance in organizing and implementing faculty teaching workshops; TA development activities and evaluation/support strategies related to improving teaching; consultation on particular areas of concern in teaching and learning; research into teaching practice; and implementation of innovative teaching-learning strategies.

The Center also facilitates the Undergraduate Teaching Assistants program; the annual Celebrating Teachers awards for outstanding teaching; the Lilly-Center for Teaching Excellence Fellows program; and the Instructional Improvement Grants Program, which supports innovations in teaching.

For more information, call Dr. Jim Greenberg, the Center director, at (301) 405-9368.

National Student Exchange (NSE)

NSE provides students with the opportunity to study at one of more than 150 colleges and universities in the United States, including Alaska, Hawaii, Puerto Rico, and the U.S. Virgin Islands. All NSE schools are regionally accredited. To be eligible, University of Maryland, College Park students must have a 2.5 GPA. Students must earn their final 30 hours of credits at College Park. The application deadline usually falls in early March. For more information, call (301) 405-9363.

Office of Continuing and Extended Education

2103 Reckord Armory, 301-405-6535
Judith K. Broida, Associate Provost and Dean
www.contedu.umd.edu

The Office of Continuing and Extended Education (OCEE) links the unique resources of the University of Maryland to local, state, national and international constituencies. OCEE seeks to:

- Provide high quality continuing education programs
- Ensure broad access to educational programs
- Contribute to the region's economic development
- Enrich the intellectual and cultural life in Maryland

In fulfilling its mission, OCEE offers the following programs and services:

Summer Sessions — Nearly 1,200 undergraduate and graduate courses are offered in three summer sessions, as well as many noncredit seminars, workshops and camps. Courses offered during the summer meet for the same number of hours and have the same requirements as those offered during the academic year; they are generally smaller and faculty contact is more frequent. Emphasis is placed on providing classes that fulfill general education requirements. Students use summer classes to accelerate their

progress toward graduation, meet eligibility requirements for certain majors, fulfill prerequisites, explore other majors, or enhance their degree with career oriented course work. Newly admitted students may find beginning their course work during the summer an especially attractive option for easing the transition from high school to college.

Continuing Education Programs, both credit and noncredit, offer a variety of opportunities for enhancing knowledge and skills of both professional and personal interest. Offered both on- and off-campus, these programs provide an important avenue for extending the resources of the campus to a broad and diverse audience. Customized continuing professional education programs are available for businesses and organizations. Through its Information Technology Training/Certification Institute, OCEE provides IT training as well as, certification prep courses and testing services for the Tek.Xam certification exam.

The Flagship Channel. The Flagship Channel is the campus cable television channel. Airing in Prince George's and Montgomery counties, the channel brings to the community programs and events of broad general interest. Utilizing both original and public television programming, the channel provides information and entertainment covering a wide variety of areas from current events to sports to cultural arts to the many academic programs offered on the campus.

For more information about any of these programs, call (301) 405-6535.

CAMPUS RESOURCES AND SERVICES

Academic Achievement Programs

3216 J.M. Patterson Building, (301) 405-4736
Dr. Jerry L. Lewis, Director
Dr. Conchita Y. Battle, Assistant Director

Academic Support for Returning Athletes (ASRAP): A state-funded project which provides continuing educational opportunities and support to former UM athletes who were in good academic standing; had attained junior or senior level status; had exhausted athletic eligibility, and left the University without obtaining an undergraduate degree. The program enables students to return to the classroom and complete degree requirements. Gerald Shockley, Program Coordinator
For more information, call (301) 405-7217

Educational Opportunity Center (EOC): A U.S. Department of Education grant supported program designed to assist adults 19 and over in three of our Prince George's County's inner-beltway communities to enroll in institutions of post-secondary education. UM-EOC provides and targets academic and financial application assistance, advice, counseling, and related services to low-income and first generation potential college-going program participants.

Dr. Dorothy T. Williams, Associate Director
For more information, call (301) 405-4739

Intensive Educational Development (IED): A state-funded program that provides an array of comprehensive academic support (skill-enhancement instruction in English, and math and college study skills) and tutorial services to first- and second-year students who participate in the Summer Transitional Program (STP). Continuing students are eligible for services as needed and also participate in career seminars.

Prospective students attempting to gain admission to the university by participating in this program are required to attend the six-week Summer Transitional Program, designed to develop, expand and improve English, math, and study skills; assist in the transition from high school to the university; and challenge and evaluate each student's potential for success at this institution.

Tilahun Beyene, Associate Director
For information, call (301) 405-4749

Ronald E. McNair Post-Baccalaureate Achievement: A U.S. Department of Education grant-supported program that provides eligible, low-income and first generation college students with junior and senior status, academic research opportunities and faculty mentorships in preparation for graduate study, preferably at the doctoral level. The program offers assistance with the completion of graduate school and financial aid applications, and preparation for graduate admissions tests. In addition,

McNair offers a six-week summer session that affords students the opportunity to refine skills in written communications, computer applications, statistics and research methodology.
Dr. Nthakoana Peko, Associate Director
For more information, call (301) 405-4749

Student Support Services (SSS): A U.S. Department of Education grant-supported program for low-income and first-generation college students, that works in conjunction with the IED Program. SSS provides academic and career advising (to first- and second-year students) assistance with financial aid applications to fully meet students' tuition needs, individual and group counseling, and leadership development workshops.
Dr. Alice N. Murray, Associate Director
For more information, call (301) 405-4739

America Reads

0144 Holzapfel Hall, (301) 314-READ
Barbara Jacoby, Advisor to the President for America Reads

The America Reads program at Maryland is part of the America Reads Challenge, a national initiative to help ensure that every child in the U.S. can read well and independently by the end of third grade. This program provides Federal Work-Study students with the opportunity to serve as Reading Mentors in selected Prince George's County schools.
For more information, call (301) 314-READ.

Academic Advising

Academic advising is an essential part of an undergraduate's educational experience.

Advantages of Advising

Students can expect advising to help them:

- better understand their purposes for attending the university;
- develop insights about personal behaviors that promote improved adjustment to the campus setting;
- increase their awareness of academic programs and course offerings at the University of Maryland;
- more frequently explore opportunities both inside and outside the classroom for intellectual and cultural development;
- acquire decision-making skills that can accelerate academic and career planning;
- more realistically evaluate their academic progress and its relationships to successful planning; and
- understand the relationship between academic success and planning skills.

Required Advising

Students enrolled in certain majors are required to see advisers before each registration. Even when advising is not mandatory, the university expects students in the following categories to consult their advisers.

Students in their first year of registration at the University of Maryland

Students with more than 56 credits who have not chosen a major

Students receiving an academic warning (mandatory)

Students dismissed from the university (mandatory)

Students who withdraw from the university (mandatory)

Students nearing graduation

Students with 70-80 credits: senior audit

Finding An Adviser

Undergraduate students are encouraged to use the many advising opportunities available to them. At both college and department levels, at least one person has been designated to coordinate advising. A list of these persons, including name, room number, and telephone extension, is published each semester in the Schedule of Classes.

Academic Information Technology Services (AITS)

Computer and Space Sciences Building, (301) 405-7700;
Fax: (301) 314-9198
E-mail: helpdesk@umail.umd.edu
<http://www.aits.umd.edu/>

University of Maryland students are part of an academic community that enjoys free access to networked computer resources and facilities that are among the best in the country. The Academic Information Technology Services (AITS) staff provides technology infrastructures for the university and focuses attention on services that support the educational mission (teaching and research) of the university. Free computer accounts enable users to store class work on a networked server, download classroom support materials and other information from campus networks, and send electronic mail.

Workstation laboratories called Open Labs feature IBM, Macintosh, SUN, and UNIX environments, and provide high-quality laser printing. Open Labs are found in classroom and laboratory buildings, residence halls, libraries, and parking garages and are staffed by students who can help solve operating or software problems. Additional computer help is available each semester through short-term, non-credit "peer training" courses.

Admissions

Ground Floor, Mitchell Building, (301) 314-8385
<http://www.uga.umd.edu/>

The services offered by the Office of Undergraduate Admissions are designed to meet the individual needs of prospective students. The office provides general information about the University of Maryland through brochures, letters, information sessions, and campus tours. Admissions staff evaluate the applications of both freshman and transfer students in order to select qualified students. The Reenrollment Office, a part of Undergraduate Admissions, reviews all applications for readmission and reinstatement. For more information about undergraduate admissions, see chapter 1.

Alumni Association

Rossborough Inn, (301) 405-4678
<http://www.umcp.umd.edu/alumni/>

The University of Maryland Alumni Association is an independent dues-paying organization governed by a volunteer board and staffed by the Alumni office. Its mission is to support and promote the University of Maryland in its pursuit of excellence in teaching, research, and public service and to foster a spirit of involvement with loyalty and lifelong commitment to the university by its alumni.

The staff and board work together to bring the university to its alumni by sponsoring a wide variety of programs such as academic chapters, regional clubs, group tours, reunions, and homecoming. Members of the Association are kept abreast of campus activities and developments through alumni magazines and the association newsletter. Alumni clubs are active in Atlanta, Boston, California, Florida, Georgia, Maryland, New England, New York, North Carolina, Pennsylvania, Texas, and the Far East. Members also enjoy a variety of on-campus privileges and other benefits.

Undergraduates may become involved in alumni activities through the Senior Council. The Senior Council assists the Association by staffing and sponsoring alumni programs. Additionally, new graduates can participate in the Young Alumni Club, which provides activities for alumni who have graduated in the last 10 years. Graduating seniors wishing to become involved in the Young Alumni Club should contact the Alumni Association at (301) 405-4678.

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Career Center

3121 Hornbake Library, South Wing; (301) 314-7225; Fax (301) 314-9114
E-mail: career-center-help@umd.edu
<http://www.CareerCenter.umd.edu>

The Career Center helps students at all points in their academic careers with career goals and decisions. Career Center staff help to guide students to the answers for such questions as "How are my interests, skills and values related to my major?"; "What are some effective strategies for getting a job or selecting a graduate school?" Career Center programs and services are designed to be used effectively by students from freshman year until the end of their stay at the university. Students who begin to plan their education and career early in their college experience will be in the best position to direct themselves toward meaningful and rewarding careers upon graduation.

Note: Career Center hours vary during vacations and semester breaks. Call for information.

Resources

Resource Room. Those entering the Career Center will first encounter its Resource Room, a multi-media collection on career planning and job search strategies. Resources include comprehensive reference material on self-assessment, career exploration, graduate/professional schools, job search skills such as resume writing and interviewing, and directories of employers. Students can receive career information and guidance through a variety of resources: Focus II, a computer-assisted career exploration program; job listings for part-time, internship, and full-time opportunities; and walk-in assistance from Career Center staff.

Career Assistance. Career Center staff help students as they identify careers and majors suited to their interests, values, and skills, and develop skills for the job search or graduate training. University alumni interested in a career change may also use the Center's resources. Walk-in assistance is available on a daily basis in the Resource Room; individual appointments with professional staff are also available.

Website. Students can reach the Career Center on-line to explore majors, identify potential employers, get tips on writing a resume and conducting a job search, find out about employers participating in on-campus interviewing and career/job fairs, review job listings, research organizations, access other job search sites, learn about graduate programs, and much more.

Publications

- The *Career Planning Manual* covers career planning, conducting a job search, and applying to graduate school. Contents include resume writing guides, successful interviewing techniques, and job search strategies. A preliminary list of employers participating in the On-Campus Interviewing program is featured.
- *TerpWorks* is a newsletter filled with local and national career and employment information that is especially relevant for the campus community. Topics include career trends by field, employment outlook for graduating seniors, "real world" tips from employers and alumni, and valuable information for students in all stages of their career process.

Employer-in-Residence. The Employer-in-Residence gives students advice on resumes, cover letters, and interviewing concerns and offers mock interviews, which are videotaped for a review session. Participants represent companies which typically use Career Center services for their employment needs. Limited appointments are available through the Center.

Credentials Service. Every Maryland student may establish a professional file which serves as a permanent depository for letters of recommendation to support applications for employment and graduate/professional schools. (Note: Seniors in the College of Education are required to establish a credentials file.)

Student Employment Center (SEC)

Within the Career Center, the SEC seeks to enhance the employment experiences of Maryland students through a variety of services, programs, advocacy, and research. The SEC advocates an "earn-and-learn" philosophy by helping students to see the relationship between their work experiences and their classroom learning or academic major, while earning experience,

money, and/or credit. The SEC provides "one-stop shopping" where students can look for part-time work, internships, cooperative education opportunities, graduate assistantships, and full-time positions.

Students interested in pre-professional work experiences should consider an internship or co-op. Interested students should visit the Resource Room or Web Site to learn about these positions and find out how to pursue academic credit.

Federal Work-Study Students. Students eligible for Federal Work Study/Community Service positions should contact the Office of Student Financial Aid.

TERP (The Employment Registration Program) Online. For fast and comprehensive access to employment opportunities, the Career Center recommends that every student register for TERP Online. TERP Online provides access to Job Listings, On-Campus Interviewing, and Resume Referral as well as updated information on career and job fairs. The system is easy to use, and is accessible through any computer with Internet access. Technical Assistance is available in the Resource Room. To register, attend a TERP Online Workshop scheduled throughout the fall and spring semesters. (**Note:** Students must re-register each year in order to maintain active information in TERP Online.)

Job Listings. Current job listings including part-time, internship, cooperative education, graduate assistantship, and full-time positions are accessible 24 hours a day via TERP Online and in the Resource Room during Career Center hours. Additional jobs are posted on the bulletin boards outside the Center.

On-Campus Interviewing. On-Campus Interviewing offers students the opportunity to interview on campus with a variety of employers for part-time, internship, cooperative education, or full-time positions. To participate in On-Campus Interviewing, students must register for TERP Online.

Resumé Referral. This resumé database allows students and alumni to present their qualifications to employers who are not interviewing on campus. By posting a resumé in TERP Online, the student joins a pool of candidates accessible to employers requesting applicants with specific skills or backgrounds to fill their current job openings. Employers review the resúmes and then contact qualified candidates to arrange office interviews or request additional information. Last year alone, the Career Center sent over 40,000 student resúmes to employers. To take advantage of Resumé Referral, students must register for TERP Online.

Engineering Majors. For part-time, internship, and cooperative education positions, contact the Engineering Co-op and Career Services office at (301) 405-3863.

Business Majors. For part-time, internship, cooperative education, and full-time positions, contact the Undergraduate Business Career Services office at (301) 405-7103.

Computer, Mathematical, and Physical Science Majors. For part-time, and full-time internship opportunities as well as any career development-related issues, contact the CMPS Career Services office (room 3400 A.V. Williams) at (301) 405-0486 or careers@deans.umd.edu. Visit our web site at www.umd.edu/cmeps/careers.

Academic Courses

EDCP 108D: College and Career Advancement. Career Planning and Decision-Making. Confused about choosing a major? This course helps students identify career interests, skills, and values and how they relate to academic fields. Recommended for freshmen and sophomores. 1 credit

EDCP 108J: College and Career Advancement. Job Search Strategies. This course is designed to help students learn special skills needed to be successful in today's job market. Topics include: networking, interviewing, resume writing, and planning for your career future. Junior or senior standing required. 1 credit

Experiential Learning Courses

Some internships are eligible for academic credit. In order to earn credit, students must contact the department in which they want to pursue credit to see what courses are available. Eligibility requirements will vary by department.

Special Events

Various special events bring students and employer/college representatives together. These include: Job, Career and Graduate School Fairs; and Career Series, semesters of panel discussions, brown bag lunches, resume clinics, and workshops. Refer to "What's Happening Now" on the Career Center's website for current details.

College Park Senate

1100 Marie Mount Hall, (301) 405-5805
<http://www.inform.umd.edu/CampusInfo/Senate>

The College Park Senate, an integral part of the institution's system of shared governance, has representation from all segments of the campus community: staff, faculty, and undergraduate and graduate students. Participation in the Senate or any of its 16 standing committees is an honor and a responsibility.

The full Senate meets approximately nine times a year to consider matters of concern to the institution, including academic issues, university policies, plans, facilities, and the welfare of faculty, staff, and students. The Senate advises the president, the chancellor, or the Board of Regents as it deems appropriate. To become a student senator, students must be elected through their college or school or the Office of Undergraduate Studies. Elections are held every year during the Spring semester. Students are also encouraged to participate in Senate standing committees, such as Student Affairs and Human Relations. These committees draw membership from the campus community at large and cover every aspect of campus life and function. Details about the election and appointment processes are available from the College Park Senate office.

Community Service Programs

1195 Stamp Student Union, (301) 314-CARE
<http://www.umd.edu/CSP>

Community Service Programs, part of the Commuter Affairs and Community Service (CACS) office, promotes involvement in community service by providing students, faculty, and staff with information and resources about community service and volunteer opportunities. Experienced staff assist in identifying service opportunities and accessing resources to create satisfying service experiences for individuals and groups.

Service Link, accessible through the website, enables users to access a database of more than 800 opportunities for individual or group involvement in service. Information highlighting opportunities for service related to specific issues, populations to be served or academic major is available in the office or through the website.

TerpServe, a monthly newsletter, highlights service sites and student involved in service. The UMServes listserv offers subscribers weekly listings of service opportunities. Information highlighting opportunities for service related to specific issues, populations to be served or academic major is available in the office or through the website.

Community Service Programs also supports campus-wide efforts to integrate community service with academic coursework through service-learning. There are currently 40 service-learning courses on campus offered annually across the disciplines. Sample syllabi, a service-learning library, materials for reflection, evaluation tools, consultation and training are available to faculty interested in incorporating community service into their courses. Interested students can become Undergraduate Teaching Assistants in Service-Learning. For more information, call 301-314-5387.

Commuter Affairs

1195 Stamp Student Union, (301) 314-5274
<http://www.umd.edu/CACS>

Commuter Affairs, part of the Commuter Affairs and Community Service (CACS) office, offers a comprehensive range of services, programs, and information to enhance the educational experience of commuter students.

Off-Campus Housing Service. (301) 314-3645. Maintains up-to-date computerized listings of rooms, apartments, and houses (both vacant and to share). Area maps, apartment directories, and brochures concerning topics of interest to commuter students are available in the office.

Shuttle-UM. (301) 314-2255. Shuttle-UM is a student-run transit system supported by student fees. Our mission is to provide safe and dependable service to the University of Maryland community.

Shuttle-UM provides Commuter, Evening Security, Call-A-Ride, Paratransit, and Charter Service to University students, faculty, and staff. Schedules are available at the Stamp Student Union Information Desk, Commuter Affairs and Community Service in 1195 Stamp Student Union, Shuttle-UM in lot 4e, and on the web at <http://www.umd.edu/shuttle>.

Carpooling. Commuter students who carpool with two or more other commuter students, faculty, or staff can join the HOVP-3 Preferred Parking Program, which rewards carpoolers with conveniently located parking spaces throughout campus. To find carpoolers in your area, visit Commuter Affairs and Community Service or the Department of Campus Parking for a list. For more information on this program, call (301) 314-PARK or visit us on the web at <http://www.umd.edu/CACS/Programs/hovp3.html>

Settling In. Through the S.H.O.W. (Students Helping, Orienting and Welcoming) Program, (301) 314-7250, new students are matched upon request with upper-class students to learn about campus life. Commuter Survival Day is a one-day orientation program held prior to Fall semester that addresses the needs and concerns of new commuter students. Meet other commuters at "Good Morning, Commuters!" for coffee and campus information on Wednesday mornings at the Union. *Commuter Connection*, a newspaper mailed to the homes of commuter students each semester, contains helpful information on campus life.

Counseling Center

Shoemaker Building, (301) 314-7651; Fax: (301) 314-9206
<http://www.inform.umd.edu/CampusInfo/Departments/Counseling/>

Seeking help is a sign of strength! Many students encounter a variety of personal, social, career, and academic issues that call for assistance beyond advice provided by friends and family. Fortunately, the Counseling Center provides free and confidential counseling services to all University of Maryland students. To schedule an appointment call (301) 314-7651 or stop by Shoemaker Building. Walk-in counseling is available to minority students every day from 3 p.m. to 4 p.m.

COUNSELING CENTER SERVICES

Personal/Social Counseling. You don't have to deal with your problems alone. In a warm and supportive environment, you can meet with a professional counselor to discuss any concern you may have related to your personal and social well-being. Among the topics many students discuss in counseling are self-esteem, stress, relationship issues, sex, family problems, and loneliness. You may see a counselor for individual counseling or join one of the many counselor-led support groups. Call (301) 314-7651.

Career Counseling. A normal part of your development in college is identifying who you are in relation to a future career. You can get help with this process in individual career counseling at the Counseling Center. Your exploration may include taking career interest tests and interpreting the results with a professional counselor or taking advantage of a computerized career information system. Whether you are choosing a major, establishing career goals, or considering job opportunities, it is important to understand how your personality, values, and interests relate to your future professional life. Career counseling at the Counseling Center is a good place to begin. Call (301) 314-7651.

Academic Skills Counseling. Many students have academic skills that they would like to improve. If you're tired of struggling because of your own weak areas, schedule an appointment to see the Counseling Center's education specialists. They can help you enhance such skills as reading, writing, note-taking, learning science and math material, and learning statistics. Workshops cover a range of topics, including study skills, exam skills, time management, English conversation, end-of-semester survival skills, and completing your thesis or dissertation. Call (301) 314-7693.

Workshops and Group Counseling. You can gain strength to deal with your concerns by getting together with other people who share similar problems, interests, and goals. Each semester, the Counseling Center offers weekly support groups addressing a variety of topics, such as career exploration, dissertation support, procrastination prevention, and stress management. Recent group offerings have included, "Caught in the Net," a support group for reducing dependency on E-mail and the Internet; "Circle of Sisters," a support group for black women; "Women, Food, and Obsession with Thinness," which addresses problems of body image and eating; and "Living with Illness," a group that assists people living with chronic illness. Call (301) 314-7651.

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Support for Students with Disabilities. The Counseling Center provides a range of services for students with disabilities, including help in locating interpreters for deaf or hard-of-hearing students; readers for visually-impaired students, blind students, and students with learning disabilities; and assistance with access to various buildings and facilities on campus. If you are a new or returning student, contact the Disability Support Services Office in the Counseling Center as soon as possible. Call (301) 314-7682, voice and TTY.

Returning Students Program. If you are over 25 and returning to school after a break in your formal education, you probably have different needs than the traditional college student. The Returning Students Program is designed to help you with the transition to academic life. Workshops, counseling, and publications are available at the Counseling Center to make your adjustment to the university successful. Call (301) 314-7693.

Testing Services. The Counseling Center administers tests for counseling purposes, such as career interest inventories, and also administers national standardized tests, such as the GRE, LSAT, MCAT, GMAT, and Miller Analogies. Call (301) 314-7688.

Research Services. Group and individual consultation are available if you need assistance with research design and statistics and writing project proposals, theses, and dissertations. Call (301) 314-7687.

Consultation and Evaluation for Parents and Children. Consultation, counseling, and child testing are available to assist parents, single parents, and their children (ages 5-14). Call (301) 314-7673.

Counseling Center Hours

Counseling appointments (all students):

Monday-Thursday	8:30 a.m. to 9:00 p.m.
Friday	8:30 a.m. to 4:30 p.m.

Minority student walk-in counseling (no appointment needed):

Monday-Friday	3 p.m. to 4 p.m.
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Dining Services

1144 South Campus Dining Hall
Meal Plan Information, (301) 314-8068
Terrapin Express, (301) 314-8069
Student Employment, (301) 314-8602
<http://www.umdds.umd.edu/>

The Dining Services Team is happy to serve the flavor of Maryland to you! We offer several meal plan options and a variety of services to satisfy the diverse tastes of the campus community. Thirty-five dining locations are conveniently located across campus, and the hours accommodate even the busiest of schedules.

Some of our dining options include: dining rooms, delis, traditional fast foods, rotisserie chicken, ethnic eateries, a table-service restaurant, two Taco Bell locations, a Starbucks Coffee Bar, an upscale '50s-style eatery, our own in-house bakery, the University of Maryland Dairy Ice Cream Shop, and three convenience stores. For a complete list of our dining facilities, general information, or to apply for one of our meal plans, please contact the Dining Services Contract Office.

MEAL PLANS

The Point Plan. Students living on campus receive a declining-balance "point" meal plan, which works like a debit card. The board fee, minus the campus facilities/construction charge, is converted to "points." Points are used to purchase food à la carte from dining rooms, restaurants, and eateries on campus. The points are accessed using the University of Maryland issued Student ID/Meal Card. The meal card is presented to the cashier at the time of purchase. After each transaction, the remaining balance is displayed at the register and a receipt is available upon request.

Terrapin Express. All students, faculty, and staff are encouraged to use Terrapin Express to make purchases at selected locations on campus. Terrapin Express is a declining-balance debit account which is a great alternative to carrying cash. Terrapin Express can be used at all Dining Services-operated facilities, as well as (to name a few): the University Book Center, University Theater, WAM Computer Labs, Hoff Theater, Mailboxes Etc., Campus Recreation Center, and the Health Center.

Whether you use a meal plan or Terrapin Express, we are confident that you will be impressed by the premier quality and exceptional variety Dining Services has to offer. We have been recognized as one of the top university food service operations in the country. We look forward to sharing our success with you, each and every day!

Division of Letters and Sciences

Javaune Adams-Gaston, Assistant Dean
Division of Letters and Sciences: 1117 Hornbake Library, (301) 314-8418
Pre-Professional Advising: (301) 405-2793
Credit-By-Exam: (301) 314-8418
Individual Studies: (301) 314-9403 or (301) 314-9881
<http://www.inform.umd.edu/EdRes/UgradInfo/UgradStudies/LettersSciences/>

Many university students decide to explore their academic interests before selecting a major.

Working with a staff of trained academic advisers in the Division of Letters and Sciences, these students are able to explore majors, choose and schedule courses, plan their academic programs, and learn about campus-wide resources available for solving problems they encounter. The Advise-5 Program, a nationally recognized advising program, pairs students with faculty and staff with like interests from across the campus who assist them in exploring the CORE general-education program and in choosing courses and majors.

The Division of Letters and Sciences staff work closely with the Career Center, the Counseling Center, various tutoring services, and advisers from academic departments and programs across campus to provide a coordinated advising network that helps students design their personal academic plans in the following ways:

Choosing a Major: Providing information on and referral to the wide range of academic programs available to students and coordinating with services offered by the Career Center, the Counseling Center, and the academic colleges and departments. The Division of Letters and Sciences helps students select majors to match their interests and abilities and further their career goals.

Individual Studies Program: Helping students with a variety of interests design their own majors when their educational goals cannot reasonably be achieved within an existing department curriculum at the University of Maryland. This program serves as a creative alternative to traditional majors for highly-motivated, self-directed undergraduates.

Markets and Society: A special program for students interested in exploring the world of business careers. A select group of first year students are invited to participate in this program each year. The Markets and Society program allows students to learn more about the field of business, refine their career goals, and interact with other students interested in business.

Pre-Professional Advising: Offering pre-professional advising for students interested in law and the health professions. For further information on pre-professional advising, consult the entry on Pre-Professional Programs in chapter 7, or call (301) 405-2793 or (301) 314-8418.

Information and Referral: Maintaining information about academic programs and requirements and academic support services at the University of Maryland. Workshops designed to help students select majors and courses are offered regularly during the early registration period.

Troubleshooting: Helping individual students identify and solve specific advising problems and difficulties with administrative procedures, such as transfer-credit evaluation, schedule revisions, changing majors, errors in academic records, etc.

Policy Interpretation: Keeping students and advisers informed about new academic policies, helping to interpret existing policies and practices, and determining under what conditions exceptions might be granted.

Credit-by-Exam, (301) 314-8418: Administering the campus-wide program of credit-by-examination.

General Assistance: Giving general assistance to students who have not been assigned to a permanent advising home, such as students visiting this campus from other institutions.

Educational Talent Search

3103 Turner Building, (301) 314-7763
<http://www.inform.umd.edu/ETSP>

The Educational Talent Search Program identifies and recruits low-income and potential first-generation college students between the ages of 11 and 27 who display the talent and academic ability to succeed in college, or who would like to re-enter secondary or post-secondary programs. Through outreach to schools and community agencies, Talent Search provides college orientation and placement assistance services, advising on post-secondary career and financial aid resources, pre-college development programs and workshops, tutorial programs, college campus visits, and assistance in preparing for college entrance exams and the application process. The program serves 800 participants annually.

Faculty Awards: Teaching and Research

<http://www.inform.umd.edu/Faculty/FacAwards/>

In addition to the many awards given by individual academic units, the university bestows various awards on faculty who demonstrate an extraordinary commitment to research and undergraduate teaching. These awards include:

- Celebrating Teachers Awards
- Departmental Excellence in Teaching Awards
- Distinguished Scholar-Teacher
- Distinguished University Professor
- General Research Board Awards
- GRB-Distinguished Faculty Research Fellowship
- GRB-Semester Research Award
- Kirwan Faculty Research and Scholarship Prize
- Kirwan Undergraduate Education Award
- Lilly-CTE Teaching Fellowships

Financial Aid

0102 Lee Building, (301) 314-9000
<http://www.umd.edu/fin>

The Office of Student Financial Aid administers a variety of financial assistance and student employment opportunities, primarily based on the need of the applicant. Members of the office staff are available for individual counseling on matters pertaining to financial planning for college expenses. For additional information, see chapter 2, Fees, Expenses, and Financial Aid.

University Health Center

Campus Drive, opposite the Stamp Student Union, (301) 314-8180
<http://www.inform.umd.edu/UniversityHealthCenter>

The University Health Center is a nationally accredited ambulatory health care facility. The services provided by the University Health Center include primary care for illness and injury, health education, dental clinic, allergy clinic, men's and women's reproductive health, anonymous HIV testing, substance abuse treatment, travel clinic, sports medicine, physical therapy (located in the Health and Human Performance Building), massage therapy, acupuncture, nutrition, mental health, social services, lab services, X-ray, and a pharmacy. Individual and group health education programs are available on topics such as sexual health and contraception, stress management, substance abuse, acquaintance rape and sexual assault, dental health, and eating disorders. The University Health Center is open Monday-Friday, 8 a.m.-10 p.m. and Saturday and Sunday, 9 a.m.-5 p.m. with varied hours during semester breaks, holidays, and summer sessions. Students are seen for routine care between 9 a.m. and 5 p.m. on weekdays. Medical services are limited after 5 p.m. and on weekends.

The Center for Health and Wellbeing is a satellite of the University Health Center. It is located in room 0121 of the Campus Recreation Center. The Center for Health and Wellbeing is open Monday through Friday. Please call for more information.

All currently registered students are eligible for care. There is a \$10 co-payment for most visits. There are also additional charges for such things as X-rays, lab tests, dental treatment, allergy injections, physical therapy, massage, DWI/DUI classes, CPR classes, and pharmacy supplies. Charges for other services may be added. All students are encouraged to carry hospitalization insurance. Be sure your current insurance will cover you. If it does not, a student health insurance plan is available through the university. All students' medical records are strictly confidential and may be released only with the student's consent or through court-ordered subpoena.

The health center will provide a signed and dated "verification of visit" for students who have been treated at the health center. Further documentation will be provided only for students with prolonged or serious illnesses.

University Health Center Phone Numbers:

Information	(301) 314-8180	Health Insurance	(301) 314-8165
Appointments	(301) 314-8184	Mental Health	(301) 314-8106
Center for Health and Wellbeing	(301) 314-1493	Pharmacy	(301) 314-8167
		Substance Abuse Program	
Dental Clinic	(301) 314-8178		(301) 314-8128
Health Education	(301) 314-8128	Women's Health	(301) 314-8190

Honor Societies

http://www.inform.umd.edu/Student/Campus_Activities/StudentOrg/

Students who excel in scholarship and leadership may be invited to join the appropriate honor society. Honor societies at College Park include:

- Alpha Chi Sigma (Chemistry)
- *Alpha Epsilon (Agricultural Engineering)
- *Alpha Epsilon Delta (Pre-Med)
- Alpha Epsilon Rho (Broadcast Journalism)
- *Alpha Kappa Delta (Sociology)
- *Alpha Lambda Delta (Freshman Scholarship)
- Alpha Phi Sigma (Criminal Justice)
- Alpha Zeta (Agriculture)
- Beta Alpha Psi (Accounting)
- Beta Gamma Sigma (Business Management)
- Chi Epsilon (Civil Engineering)
- Delta Nu Alpha (Transportation)
- Delta Phi Alpha (German)
- Delta Sigma Pi (Business)
- Eta Beta Rho (Hebrew)
- *Eta Kappa Nu (Electrical Engineering)
- *Gamma Theta Upsilon (Geography)
- Golden Key Honor Society (Leadership/Scholarship)
- *Kappa Delta Pi (Education)
- *Kappa Tau Alpha (Journalism)
- *Lambda Pi Eta (Speech Communication)
- *Mortar Board National Honor Society (Scholarship)
- *Omega Chi Epsilon (Chemistry Engineering)
- *Omega Rho (Business)
- *Omicron Delta Epsilon (Economics)
- *Omicron Delta Kappa (Scholarship/Leadership)
- Order of Omega (Fraternity/Sorority Leadership)
- Phi Alpha Epsilon (Health/Human Resources)
- *Phi Alpha Theta (History)
- Phi Beta Kappa (Scholarship)
- Phi Chi Theta (Business and Economics)
- *Phi Eta Sigma (Freshman Scholarship)
- *Phi Kappa Phi (Senior/Graduate Scholarship)
- *Phi Sigma (Biology)
- Phi Sigma Pi (Scholarship/Leadership)
- *Phi Sigma Iota (French/Italian)
- *Pi Sigma Alpha (Political Science)
- Pi Tau Sigma (Mechanical Engineering)
- *Psi Chi (Psychology)
- Sigma Alpha Omicron (Microbiology)
- Sigma Delta Chi (Journalism)
- *Sigma Delta Pi (Spanish)
- Sigma Gamma Epsilon (Geology)
- Sigma Gamma Tau (Aerospace Engineering)
- *Sigma Tau Delta (English)
- Society of Fire Prevention Engineering (Fire Prevention Engineering)
- *Tau Beta Pi (Engineering)
- Tau Beta Sigma

*Member of Association of College Honor Societies

Office of Human Relations Programs

1130 Shriver Laboratory, (301) 405-2838
<http://www.inform.umd.edu/OHRP>

The Office of Human Relations Programs (OHRP) advises and assists the President in the promotion of the university mission as it relates to multiculturalism, broadly conceptualized (i.e., race; ethnicity; language; socioeconomic class; gender; physical, developmental, and emotional ability; religious or spiritual affiliation; sexual preference or orientation; age and generation; size and appearance; geographic origin; and environmental

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concern). More specifically, we facilitate partnership building between various constituencies of students, faculty, and staff on these issues as they impact schooling and are oriented toward the realization of an inclusive and therefore affirming environment for every citizen of the university community.

The Office of Human Relations Programs (OHRP) is responsible for initiating action in compliance with institutional, state, and federal directives to provide equal education and employment opportunities for university students, faculty, and staff members. We also monitor the outcomes of actions taken in this regard, reporting our findings to the President, the Campus Senate, and to the campus community at large. We provide students, faculty, and staff with general information on equity efforts and on the status of equity and compliance matters at the university. Students, faculty, or staff members having a concern about possible inequities in educational or employment matters, or who wish to register a complaint, may contact either the Campus Compliance Officer, Kevin McDonald, at (301) 405-2839, or a member of the Campus' Equity Council (see list of members below).

The Office of Human Relations Programs (OHRP) sponsors initiatives that promote intergroup relationship building, sexual harassment prevention, hate crimes prevention, and processes complaints of discrimination following procedures set forth in the University's Human Relations Code (the complete text of this Code may be found in chapter 10 herein.)

The efforts of the OHRP are directed toward the development of our students, faculty, and staff becoming principled leaders, predisposed to progressive action; becoming democratic citizens as outstanding in what they do as in who they are with respect to their commitment to furthering the tenets of equity and justice for all.

Mr. L. Ray Gillian, Office of the President, (301) 405-5795
1111 Main Administration
lgillian@deans.umd.edu

Dr. Amel Anderson, College of Life Sciences, (301) 405-2080
1224 Symons Hall
aanders@deans.umd.edu

Dr. Cordell W. Black, Office of Academic Affairs, (301) 405-7227
1127C Main Administration
cblack@vpaap.umd.edu

Dr. Christine Clark, Executive Director, Office of Human Relations Program (OHRP)
(301) 405-2841
1130 Shriver Laboratory
ceclark@deans.umd.edu

Ms. Roberta H. Coates, Staff Ombuds Officer, (301) 314-8481
3194 Taliaferro Hall
rcoates@umdacc.umd.edu

Dr. Colleen M. (Coke) Farmer, College of Health and Human Performance, (301) 405-2475
2314 Health and Human Performance Building
cf4@uemail.umd.edu

Dr. Linda B. Gambrell, College of Education, (301) 405-0047
2304K Benjamin Building
lg3@uemail.umd.edu

Dr. George Goldenbaum, College of Computer, Mathematical and Physical Sciences, (301) 405-2313
3417 A.V. Williams Building
ggoldenb@deans.umd.edu

Ms. Cynthia Hale, College of Behavioral and Social Sciences, (301) 405-1684
2141 Tydings Hall
chale@bss2.umd.edu

Dr. Diana R. Jackson, Office of Continuing Education, Summer and Special Programs, (301) 405-6583
2103 Reckord Armory
djackson@deans.umd.edu

Ms. Wendy A. Jacobs, College of Arts and Humanities, (301) 405-2354
1103 Francis Scott Key Hall
wj1@uemail.umd.edu

Mr. Gene A. Johnson, College of Agriculture (Cooperative Extension Service)
(301) 405-1177
1105 Symons Hall
gj15@uemail.umd.edu

Mr. Warren Kelley, Office of Student Affairs, (301) 314-8431
2108 Mitchell Building
wkelley@umdacc.umd.edu

Dr. Melvin R. Levin, School of Architecture, (301) 405-6797
1149 LeFrak Hall

Mr. Kevin G. McDonald, Campus Compliance Officer, Office of Human Relations Programs, (301) 405-2839
1130 Shriver Lab
km155@uemail.umd.edu

Dr. Arnold M. Medvene, Faculty Ombuds Officer, (301) 314-7661
1131 Shoemaker Building
am28@uemail.umd.edu

Mr. William L. Powers, School of Public Affairs, (301) 405-6336
2101 Van Munching Hall
bpowers@puafmail.umd.edu

Dr. Louisa Raschid, College of Business and Management, (301) 405-2228
3415 Van Munching Hall
louisa@umiacs.umd.edu

Dr. Horace L. Russell, School of Engineering, (301) 405-5284
1131 Engineering Classroom Building
hruss@eng.umd.edu

Dr. Stephen F. Sachs, School of Architecture, (301) 405-6314
1205 Architecture Building
ssachs@arch.umd.edu

Dr. Grieg M. Stewart, College of Journalism, (301) 405-2390
1118 Journalism Building
gstewart@jmail.umd.edu

Dr. Sylvia S. Stewart, Office of Administrative Affairs, (301) 405-1109
1132 Main Administration
sstewart@accmail.umd.edu

Dr. Gerry B. Strumpf, Undergraduate Studies, (301) 314-8217
0219 Stamp Student Union
gstrumpf@deans.umd.edu

Dr. Claude E. Walston, College of Library and Information Services, (301) 405-2049
4117 Hornbake Library
cw6@uemail.umd.edu

Ms. Patricia G. Wang, Office of University Advancement, (301) 405-7764
3124 Lee Building
pwang3@accmail.umd.edu

Intercollegiate Athletics

Cole Student Activities Building, (301) 314-7075
<http://www.inform.umd.edu/Athletics>

The Department of Intercollegiate Athletics is responsible for directing intercollegiate athletic programs for both women and men, and for managing the campus' athletic complex.

Women's intercollegiate athletic teams include cross country, field hockey, soccer and volleyball in the fall; basketball, swimming, indoor track and gymnastics during the winter; and lacrosse, softball and outdoor track in the spring. Tennis and golf competition is scheduled in both the fall and spring seasons.

There are men's teams in football, soccer and cross country in the fall; basketball, swimming, wrestling, and indoor track during the winter; and baseball, golf, tennis, lacrosse and outdoor track in the spring.

Men's and women's teams compete in the Atlantic Coast Conference (ACC) and in the National Collegiate Athletic Association (NCAA).

National Collegiate Athletic Association Requirements for Student Athletes' Continuing Eligibility

1. NCAA eligibility for regular season competition subsequent to the student's first year is based upon satisfactory completion prior to each fall term of twenty-four (24) semester hours of acceptable degree credits or an average of twelve (12) semester hours per term of attendance. Students must earn 75% of degree credits (minimum of 18 credits) during fall and spring semesters. No more than 25% (6 credits) may be earned during summer sessions.
2. The calculation of credit hours shall be based upon hours accepted for degree credit at the institution.
3. Student athletes must declare a major program of study no later than the beginning of their fifth term of attendance.
4. Credit hours earned toward athletic eligibility for students in declared majors must be acceptable in their specific majors.
5. The 24 credit hours of acceptable credit required each year may include credits earned for a repeated course when the previous grade was an F, but usually does not include the credits if the previous grade was D or better.
6. Student athletes who enter their third year of college enrollment must have successfully completed at least 25% of the course requirements in their specific degree program.
7. Student athletes who enter their fourth year of college enrollment must have successfully completed at least 50% of the course requirements in their specific degree program.
8. Student athletes who enter their fifth year of college enrollment must have successfully completed at least 75% of the course requirements in their specific degree program.
9. Student athletes entering their third year of college enrollment shall present a cumulative minimum GPA that equals 90% of the institution's overall cumulative minimum GPA required for graduation.
10. Student athletes entering their fourth or subsequent year of college enrollment shall present a cumulative minimum GPA that equals 95% of the institution's cumulative minimum GPA required for graduation.

University of Maryland Athletic Eligibility Requirements

The University of Maryland requires student athletes to maintain a specified minimum grade point average to be eligible for competition. The following standards are effective for Fall term, 1999:

Freshman (end of 1st semester)	1.29 cumulative GPA
End of 1st year	1.78 cumulative GPA
End of 2nd year	1.86 cumulative GPA
End of 3rd year	2.00 cumulative GPA

Mid-Year Enrolees

Student athletes who first matriculate in the Spring semester are required to meet the following grade point average standards:

End of 1st semester	1.29 cumulative GPA
End of 2nd semester	1.78 cumulative GPA
End of 3rd semester	1.86 cumulative GPA
End of 4th semester	1.86 cumulative GPA
End of 5th semester	1.94 cumulative GPA
End of 6th semester	2.00 cumulative GPA
End of 7th semester	2.00 cumulative GPA
End of 8th semester	2.00 cumulative GPA

Student athletes who meet the required grade point average and all other conference, institutional, and NCAA eligibility requirements will be eligible to compete for the full academic year with the exceptions noted below:

1. Student athletes who fail to meet necessary grade point average requirements for the fall semester are ineligible for the entire academic year. However, ineligible student athletes may restore their eligibility at the end of any semester if they raise their grade point average to the minimum standard for the current year.
2. Ineligible student athletes are not permitted to compete or travel.
3. First-semester freshmen and transfer student athletes will be required to meet established grade point average requirements after their initial semester at the university. Transfer students are required to attain the appropriate grade point averages based upon year of enrollment.
4. Mid-year matriculants are required to meet the established GPA standard for each of their first three semesters. Thereafter, they will be reviewed at the beginning of each Fall term.
5. Student athletes in their final year of eligibility must maintain a 2.0 cumulative GPA in order to be eligible for competition during Spring term.

6. Eligible student athletes who go on academic warning after Fall term are required to attend supervised study sessions and receive academic support services as assigned by the Academic Support Unit staff.
7. Dismissed and later reinstated student athletes are ineligible for competition until they meet designated grade point averages.

The Office of Intercollegiate Athletics also sponsors a number of awards for achievement in athletics and/or scholarship. Consult the Student Athlete Handbook for details.

For further information, contact the Academic Support and Career Development office, (301) 314-7043. Fax: (301) 314-9997.

International Education Services

3116 Mitchell Building, (301) 314-7740

E-mail: ies@deans.umd.edu

<http://www.inform.umd.edu/INTL/>

International students and faculty receive a wide variety of services designed to help them benefit from their experience in the United States. International Education Services (IES) works closely with the Office of Undergraduate Admissions, evaluating academic records from overseas and processing applications for English proficiency, visa, and financial requirements. IES sponsors orientation programs, income tax, immigration and employment seminars, and coordinates activities for the International House. IES advisers counsel international students concerning immigration and personal issues.

F-1 and J-1 status students. Students with F-1 or J-1 status are responsible for following the regulations of the U.S. Immigration and Naturalization Service pertaining to their visa status. The regulations affect extension of stay, transfers, off-campus employment authorization, practical training, and course loads. The Office of International Education Services is the only office on campus authorized to sign documents which must be forwarded to the Immigration and Naturalization Service.

Maintaining Status

- **Full-time registration:** In order to maintain full-time student status for immigration purposes, F-1 and J-1 undergraduate students are expected to register for and complete a minimum credit load of 12 hours per semester. Pre-approval from IES is required if you are going to complete the semester with less than 12 credits.
- **Documents:** International students must have a valid passport at all times unless exempt from passport requirements. If your I-20 or IAP-66 will soon expire you should apply for an extension at least 30 days prior to the program completion date on the document. To travel outside the U.S. and re-enter as an F-1 or J-1, an adviser in IES must sign your I-20 or IAP-66 before you leave.
- **Health Insurance:** F-1 and J-1 students are required to carry adequate health insurance while attending the university. There are federal health insurance requirements for J-1 students and their dependents. Students must either purchase the health insurance plan available in the Office of International Education Services or show proof of coverage that meets USIA guidelines. Visit the Health Center for assistance with insurance.

English Language Instruction for Non-native Speakers. The University of Maryland, through the Maryland English Institute, offers two programs for English language instruction for those who are not native speakers of English. For those students who are admissible but require part-time English instruction, the Maryland English Institute offers semi-intensive (part-time) instruction. Semi-intensive study would also require the student to enroll in a half-time academic program. For more information about the institute, see the College of Arts and Humanities entry in chapter 6.

Study Abroad Office. American students and faculty receive advice and information about study, travel, and work in other countries. Students may obtain assistance with transfer credits, reenrollment, pre-registration, and housing for the semester they return to campus. The University of Maryland offers study abroad programs throughout the world. For more information about Study Abroad, see the Campus-Wide Programs in chapter 7.

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Judicial Programs

2118 Mitchell Building, (301) 314-8204
(To report instances of academic dishonesty, (301) 314-8204)
<http://www.inform.umd.edu/JPO>

General Statement of Student Responsibility. Students are expected to conduct themselves at all times in a manner consistent with the university responsibility of ensuring to all members of the community the opportunity to pursue their educational objectives, and of protecting the safety, welfare, rights, and property of all members of the community and of the University itself. Students should consult the Code of Student Conduct, Appendix C, or the Code of Academic Integrity for further information.

Students are invited to assume positions of responsibility in the university discipline system in order that they might contribute their insights to the resolutions of disciplinary cases. Final authority in disciplinary matters, however, is vested in the campus administration and in the Board of Regents.

Disciplinary Procedures. Students accused of violating university regulations are accorded fundamental due process in disciplinary proceedings. Formal rules of evidence, however, shall not be applicable, nor shall deviations from prescribed procedures necessarily invalidate a decision or proceeding unless significant prejudice to one of the parties may result. University hearing and conference procedures are outlined in the documents titled "Preparing for a Hearing," "Preparing for Honor Review," and "Preparing for a Conference," available from the Office of Judicial Programs.

Multi-Ethnic Student Education (OMSE)

1101 Hornbake Library, (301) 405-5616
<http://www.inform.umd.edu/OMSE>

Academic Support and Leadership Focus. The Office of Multi-Ethnic Student Education (OMSE) provides academic support programs and services to enhance the recruitment, retention and graduation of multi-ethnic students at the University of Maryland, College Park. OMSE's academic support programs include a tutorial service, mentoring programs, an annual Career and Job Fair, academic classes that develop college success skills and peer helping skills, and Academic and Leadership Excellence programs.

Study Lounge and Computer Workstation. The OMSE office suite contains a study lounge that serves as a tutorial center and an open workstation laboratory. The study lounge provides multi-ethnic students with an opportunity to study, get assistance from a tutor, and work on state-of-the-art computers in a relaxed atmosphere.

Liaison to Student Organizations. OMSE staff actively support a number of multi-ethnic pre-professional undergraduate student societies in law, business, science, health, and education disciplines. OMSE also supports and works closely with the campus Asian-American Student Union, Black Student Union, Latino Student Union, and Native American Student Union.

Nyumburu Cultural Center

Campus Drive, (301) 314-7758; Fax: (301) 314-9505

The Nyumburu Cultural Center has served as a major resource of cultural, historical, and social programming at the University of Maryland, College Park for over 21 years. The center works closely with student, faculty, and neighborhood organizations in the production of multimedia, diverse programs and activities based on the African-American experience. Nyumburu is home for the Maryland Gospel Choir, Shades of Harlem Performance Arts Ensemble, Sophisticated Steppers Modeling Club, The Black Explosion Newspaper, Male Spokesmodel Competition, Miss Black Unity Scholarship Pageant, and Camp Shule 2000.

Nyumburu's director is adviser to the African Student Association, the Ethiopian Student Association, Sigma Gamma Rho Sorority, Inc., and the Maryland Gospel Choir. Nyumburu works closely with the Pan-Hellenic Council, Black Student Union, Caribbean Student Association, NAACP-UMCP Chapter, United In The Struggle, and Pre-Professional Organizations.

Nyumburu presents Blues, Jazz, and Gospel music concerts as well as academic courses in ENGL 294-0301 (creative writing), Blues (AASP 298V) and Jazz (298U) for three credits each. Maryland Gospel Choir (MUSC 329-E) students earn one credit.

The Multipurpose Room, Conference Rooms and Amphitheater of the Nyumburu Cultural Center are always open to the students, faculty and staff of the University of Maryland community. Come in and interact with us, meet other students and make your ideas and wishes known.

Orientation

0134 Holzapfel Hall, (301) 314-8217

The primary goal of orientation is to ease the transition of new students into the university community. Orientation begins when students are admitted to the university, and ends at the culmination of the first semester. At the time of admission to the university, new students will receive material announcing the orientation and registration program. The purpose of the program is to

- introduce new students to the academic community,
- coordinate academic advising for the first semester,
- introduce campus services and resources,
- register students for their first-semester courses.

The freshman program runs for two days and provides new students with the opportunity to interact formally and informally with faculty, administrators, returning students, and other new students. The transfer program lasts for one day and focuses on transfer evaluation, advising, and registration.

Note: Students who arrive after 8:30 a.m. on their program day will be reassigned to the next available day.

Parents of new students are invited to attend a one-day program specifically designed to introduce them to the academic, social, and cultural opportunities of the university. These programs are offered during June, July, and August.

The Orientation Office coordinates two first-year student seminar courses, EDCP 108-0 and UNIV 101. EDCP 108-0 is a one-credit course. The goal of this course is to introduce students to the world of higher education, and to the University of Maryland specifically. UNIV 101 is a two-credit course that combines the elements of EDCP 108-0 with an introduction to campus computing technology. Both courses are taught by experienced faculty and administrators and are limited to 22 students per section.

Parking

Regents Drive Garage, (301) 314-PARK
<http://www.inform.umd.edu/DCP>

The Department of Campus Parking (DCP) is responsible for managing and maintaining more than 16,000 parking spaces on the University of Maryland campus. All students who plan to park a licensed motor vehicle in one of these spaces must either register for a parking permit at the DCP office, park at paid meters or in a cashier-attended lot. **Please note:** Due to the new construction on campus the number of parking spaces could be dramatically reduced. Freshman and sophomore campus resident students should not plan to bring a vehicle to campus.

Because the University of Maryland has limited parking spaces, parking regulations are strictly enforced. Illegally parked vehicles, as well as those vehicles not displaying a campus parking permit in areas requiring permits, will be ticketed, and students with outstanding parking fines may be barred from registration.

Complete procedures and parking regulations, a disabled parking directory, parking registration rates, motor vehicle assistance program information, schedule of fines, and other information may be obtained from DCP.

Pre-College Programs

Math and Science Regional Center, (301) 405-1773
Upward Bound Program, (301) 405-6776
1107 West Education Annex

<http://www.inform.umd.edu/EdRes/UgradInfo/UgradStudies/Pre-CollegePrograms>

The University of Maryland Upward Bound Program and the Math and Science Regional Center are designed to generate in students the skills and motivation necessary for success in post-secondary education.

Upward Bound supplements its participants' secondary-school experiences by providing each student with opportunities to improve or develop the skills he or she needs in order to acquire a positive self-image, broaden educational and cultural perspectives, and realize undiscovered potential. Throughout the school year and during the summer residential program, participants may take advantage of the Upward Bound's academic instruction, tutoring, counseling, and innovative educational experiences designed to help them develop the basic academic skills and motivation they need to achieve success in secondary school.

High school students in Prince George's and Montgomery counties receive recommendations to the Upward Bound program from their high school principals, teachers, and counselors or from the Educational Talent Search Program, social service agencies, or individuals familiar with Upward Bound.

The Math and Science Regional Center is a pre-college program for high school students interested in pursuing math or science courses. The program consists of an intensive six-week summer residential session and follow-up activities during the academic year. Students are recruited from Delaware, Maryland, Pennsylvania, Virginia, West Virginia, and the District of Columbia.

Records and Registration

Office of the Registrar
Mitchell Building, first floor, (301) 314-8240
<http://www.testudo.umd.edu>

The Office of the Registrar provides services to students and academic departments related to the processes of registration, scheduling, withdrawal, and graduation. The office also maintains students' academic records, and issues transcripts. Staff members are available to students for consultation. For detailed information about registration procedures, student records, and academic regulations, see chapter 4.

Recreation Services

Campus Recreation Services
1115 Campus Recreation Center, (301) 405-PLAY (Information);
(301) 314-5454 (Rec-Check)
<http://www.inform.umd.edu/crs>

Campus Recreation Services (CRS) offers a wide variety of recreation programs including aquatics, fitness programs, informal recreation, intramural sports, non-credit instruction, outdoor recreation, and sport clubs.

CRS has some of the most advanced recreation, sports, and fitness facilities in the nation. The CRS facilities include the new Campus Recreation Center (CRC), Ritchie Coliseum, Reckord Armory, and the weight and fitness areas in the Health and Human Performance (HHP) building.

The new Campus Recreation Center has two indoor and two outdoor pools for lap swimming and diving. The CRS aquatic program also offers swimming lessons, scuba diving, and lifeguard training.

CRS offers a wide variety of fitness programs throughout the week at CRC and Ritchie Coliseum. These include low-impact, step, and water aerobics, cardio-boxing, and sport conditioning. CRS Informal Recreation programs allow students to enjoy their favorite activity at their leisure, whether it is using cardiovascular equipment, lifting weights, jogging, or playing racquetball, volleyball, basketball or wallyball. CRS has weight rooms and fitness centers located in the CRC, Ritchie Coliseum, and HHP. The fitness centers feature stairclimbers, bikes, rowers, total body conditioners, and treadmills. Weight rooms have a variety of free-weights and weight machines. The CRC also has racquetball/handball/wallyball and squash courts.

Students looking to play team or individual sports or take part in special sporting events will want to participate in the CRS Intramural Sports program. Students can participate year-round in team sports such as basketball, football, softball, and soccer. Individual and dual sports include golf, racquetball, bowling and many more. In addition, CRS offers tournaments and special events such as chess, mini golf and sports trivia. Intramural sports are structured activities that are open to all men and women from the campus community. Participants can select their own level of competition and play in either men's, women's, grad/fac/staff or coed leagues. There are more than 30 intramural sports and special events offered each year.

The Outdoor Recreation Center (ORC) is located in the northwest corner of the Campus Recreation Center. The ORC offers outdoor adventures and clinics throughout the year. Take a backpacking trip, learn how to rock climb, or try white-water kayaking. The ORC also has a resource library for planning your own trips, a bike repair shop, and equipment rentals.

University of Maryland Sport Clubs are student organizations that have been formed by students with a desire to participate in their favorite sport or learn a new sport. CRS has more than 30 clubs to choose from. Some current CRS Sport Clubs include: Aikido, Equestrian, Fencing, Field Hockey, Football, Lacrosse, Racquetball, Rugby, Sailing and Soccer.

Religious Programs

1101 Memorial Chapel, (301) 405-8443
Chapel Reservations, (301) 314-9866

The following chaplains and their services are available:

Baptist

Chip Reeves, Chaplain 2120 Memorial Chapel, (301) 405-8443

Black Ministries Program

Ruby Moore, Chaplain 1112 Memorial Chapel, (301) 405-8445

Christian Science

Bob Snyder, Adviser 2118 Memorial Chapel, (301) 474-0403

Church of Jesus Christ of Latter Day Saints (Mormon)

David Premont, Director 7601 Mowatt Lane
College Park, MD 20740
(301) 422-7570

Episcopal/Anglican

Susan Astarita, Chaplain 2116 Memorial Chapel, (301) 405-8453

Greek Orthodox

Kosmas Karavellas, Chaplain 2747 Riva Road
Annapolis, MD 21401
(410) 261-2104

Hindu

Kiran Sankhla, Chaplain 2112 Memorial Chapel, (301) 236-0564
Angela Sankhla, Assistant
Vinita Burke, Assistant

Jewish (Chabad)

Eli Backman, Rabbi 7403 Hopkins Avenue
College Park, MD 20740
(301) 277-2994

Jewish (Hillel)

Scott Brown, Executive Director Jewish Student Center
7612 Mowatt Lane
College Park, MD 20740
(301) 422-6200
Tszvi Klugerman, Rabbi

Lutheran

Elizabeth Platz, Chaplain 2103 Memorial Chapel, (301) 405-8448

Roman Catholic

Bill Byrne, Chaplain 4141 Guilford Drive
College Park, MD 20740
Sister Rita Ricker, Asst. Chaplain (301) 864-6223

United Campus Ministry

Holly Ulmer, Chaplain 2101 Memorial Chapel, (301) 405-8450

United Methodist

Kim Capps, Chaplain 2102 Memorial Chapel, (301) 405-8451

Resident Life

Annapolis Hall, main level, (301) 314-2100
E-mail: reslife@accmail.umd.edu
<http://www.umd.edu/RES/>

The Department of Resident Life is responsible for management of the residence halls as well as for cultural, educational, recreational, and social programming activities in the residence halls.

While living in a university residence hall is not required, nine of every 10 students in Maryland's freshman class make the choice to live on campus. More than 70 professional and graduate staff are complimented by the over 300 undergraduate student employees who help meet the needs of resident students.

34 Campus Administration, Resources, and Student Services

There are rooms for more than 8100 undergraduate students in 34 residence halls. We offer a mix of traditional dorm-style halls where most new residents live and on-campus apartments and suites for juniors and seniors. Living-learning programs including the Language House, International House, CIVICUS Program, Honors House/floors and the College Park Scholars Program all add to the diversity of on-campus housing options. All rooms have separate telephone and data lines for each student.

To request on-campus housing, complete and return the On-Campus Housing and Meals portion of the *Maryland Planner*, mailed to all newly admitted undergraduate students, or submit a request via the web by visiting www.testudo.umd.edu.

Stamp Student Union and Campus Programs

Administrative Offices, 2104 Stamp Student Union, (301) 314-8502
<http://www.inform.umd.edu/union>

The Adele H. Stamp Student Union is the university's "community center." More than 17,000 students, faculty, staff members, and campus guests visit the Union daily to take advantage of its services, programs, and facilities. The Union offers lounge space, a variety of information services, recreation and leisure activities, student-sponsored programs, visual arts, retail outlets, and more than 40,000 square feet of reservable space.

Information Services

- Information Center located in the main lobby, (301) 314-DESK
- Bulletin boards located throughout the building
- Display showcases located on the main level

Recreation and Leisure

- Hoff Movie Theatre, (301) 314-HOFF
- Recreation Center, including full-service bowling lanes, "Lunar Bowling," billiard tables, and video games, (301) 314-BOWL

Student-Sponsored Programs

- Student Entertainment Events (SEE), a student-directed program board whose committees plan games, tournaments, concerts, lectures, outdoor recreation trips, (301) 314-8498
- Student Tutorial Academic Referral Center (STAR Center), offering tutor listings and test files, (301) 314-8498
- Student Organization offices of more than 40 student groups, including the Student Government Association

Visual Arts, (301) 314-ARTS

- Art and Learning Center, a visual arts work and teaching center, offering mini-courses and arts services
- Parents' Association Art Gallery, located off the main lobby

Food and Retail Outlets (located in the lower-level mall area)

- Chevy Chase Bank, (301) 864-8722
- University Book Center (basement level), (301) 314-BOOK
- Food Services: Maryland Food Co-op, Boardwalk Fries, Boardwalk Deli, Pizza Shop, Taco Bell, McDonald's (301-314-1489), Adele's Restaurant (301-314-8022), Coffee Bar
- Mailboxes Etc., a full-service postal and packaging facility, (301) 314-9982
- Ticket Office, offering campus performance tickets, and a full Ticket Master Outlet, (301) 314-TKTS
- Union Shop, featuring snacks, sodas, newspapers, and magazines

Reservable Space

The Union offers meeting rooms that accommodate groups from 8 to 1,000 people. For reservations, or catering information, contact the Union Reservation Office, (301) 314-8488.

Stamp Student Union Hours

The Union is open Monday through Thursday, 7 a.m. to midnight; Friday, 7 a.m. to 1 a.m.; Saturday, 8 a.m. to 1 a.m., and Sunday, 11 to midnight.

Campus Programs

1135 Stamp Student Union, (301) 314-7174
http://www.inform.umd.edu/Student/Campus_Activities/OCF

The mission of the Office of Campus Programs is to support and complement the university's academic mission and to enhance the educational experience of students through exposure to and participation in social, cultural, recreational, intellectual, and governance activities.

A primary focus of the mission is the concept of student involvement. The Office is committed to providing opportunities for all students to be involved in experiences on campus and in the community which enhance their overall development.

Student Organizations. Campus Programs registers all student organizations at the university and makes available a directory of more than 300 groups. The office sponsors a number of programs to help individual students participate in these groups and their activities.

Organization Advising. Major student groups such as the Student Government Association, the Homecoming Committee, and SEE Productions receive direct advising from the staff of Campus Programs. Other student groups can also obtain help from the staff by request.

Leadership Development. Campus Programs offers a wide range of training experiences in interpersonal and organizational development skills ranging in format from half-day seminars and weekend workshops to full semester courses earning academic credit.

Fraternities and Sororities. Social fraternities and sororities are advised and supported by Campus Programs, individually and through the three "umbrella" organizations: the Interfraternity Council, the Pan-Hellenic Council, and the Panhellenic Association.

Tutoring

Students needing tutoring should first contact their professors or the graduate teaching assistants assigned to courses. They should inquire also at the department office to find out if the department sponsors any tutoring services. Many campus clubs, organizations, and honors societies also offer tutoring. Check out the Learning Assistance Center, University Honors Program, Office of Multi-Ethnic Student Education, and the STAR Center in the Stamp Student Union.

Tutoring for some 100- and 200-level courses are available through Academic Achievement Programs' Intensive Education Development Program (IED), which is located at 3116 J.M. Patterson Building. Students are also encouraged to sign-up as tutors for IED. Call (301) 405-4749 for further information.

University Book Center

Stamp Student Union, lower level, (301) 314-BOOK
<http://www.ubc.umd.edu>

The Book Center provides a convenient (on-campus) selection of textbooks and general-interest books, including literature, technical books, and best sellers. It also offers a large selection of school and office supplies, computers and software to meet every educational need. The Book Center also carries a wide selection of imprinted clothes and related items.

The Book Center is open Monday, Tuesday, Thursday, Friday - 8:30 a.m. to 6:00 p.m., Wednesday, 8:30 a.m. to 7:00 p.m., Saturday, 10 a.m. to 5 p.m., and Sunday, 11 a.m. to 5 p.m. Additional hours for special events.

CHAPTER 4

REGISTRATION, ACADEMIC REQUIREMENTS, AND REGULATIONS



REGISTRATION

Mitchell Building, first floor, (301) 314-8240
<http://www.testudo.umd.edu>

To attend classes at the University of Maryland, College Park, it is necessary to process an official registration. Specific registration dates and instructions can be found in the current Schedule of Classes. The schedule is issued four times per year: prior to early registration for the fall and spring semesters, and again at the beginning of each semester. Winterterm information is available in the fall. The Summer Programs catalog is distributed in March.

1. Newly admitted students are invited and encouraged to attend an orientation session. Advising and course registration are part of the program. All newly admitted students must meet with an adviser prior to registration.
2. All newly admitted freshman and transfer students are required to provide proof of immunization for measles, rubella, mumps, and tetanus/diphtheria.
3. Currently enrolled students are invited to early registration. Registration appointments for the Fall semester begin in April; appointments for the Spring semester begin in late October.
4. Open registration follows early registration and continues up to the first day of classes. During this time students may make schedule adjustments or process an original registration.
5. The **schedule adjustment period** is the first 10 days of classes for the Fall and Spring semesters, and the first 5 days of classes for summer sessions I and II. During this period, full-time undergraduates may drop or add courses, change sections, or change credit level with no charge provided they remain full-time. Consult Schedule of Classes for information about changing from full-time to part-time. Part-time undergraduates may also drop or add courses, change sections, or change credit level, but they should consult the deadline section in the Schedule of Classes to avoid incurring additional charges. The choice of grading method option (including the pass-fail option) may be changed only during the schedule adjustment period. Registration is final and official when all fees are paid.

Departments may identify courses or sections of courses with the approval of the Office of the Vice President for Academic Affairs, which after the first five days of the schedule adjustment period in Spring and Fall semesters, shall require faculty or departmental approval for students to add.

Courses may be added, when space is available, during the schedule adjustment period, and will appear on the student's permanent record along with other courses previously listed. Courses dropped during this period will not appear on the student's permanent record.

6. After the schedule adjustment period:
 - a) Courses may not be added without special permission of the department and the dean of the academic unit in which the student is enrolled.
 - b) All courses for which the student is enrolled shall remain as a part of the student's permanent record. The student's status shall be considered as full-time if the number of credit hours enrolled at this time is 12 or more.
 - c) An official class list for each course being offered is issued to the appropriate department by the Office of the Registrar. Electronic rosters are provided to all faculty with e-mail accounts. Students are not permitted to attend a class if their names do not appear on the class list. Instructors must report discrepancies to the Office of the Registrar.

7. The **drop period** for undergraduate students will begin at the close of the schedule adjustment period and terminate at the end of tenth week of classes during the Fall and Spring semesters and at a corresponding time for summer sessions. During the drop period a student may drop a maximum of four credits. However, if the course that the student wishes to drop carries more than four credits, the student may drop the entire course or, in the case of a variable credit course, reduce the credit level by up to four credits. Such a drop will be recorded on the student's permanent record with the notation "W" and will be considered to represent a single enrollment (one of two possible) in the course. This mark shall not be used in any computation of cumulative grade point average.
8. In the case of students who are advised in the Division of Letters and Sciences when Dean's approval is required, the Dean for Undergraduate Studies shall assume the responsibilities normally delegated to the Dean.
9. At the end of the semester official grade lists are issued along with electronic grading lists. Instructors mark the final grades on the grade lists, sign the lists and return them to Office of the Registrar or process grades in the University of Maryland Electronic Grading (UMEG).
10. **Withdrawal from the university.** Students wishing to withdraw from all courses must do so on or before the last day of classes. The policies governing withdrawals are as follows:
 - a. Should a student desire or be compelled to withdraw from the University at any time, he or she must notify the Office of the Registrar in writing. Students may process the withdrawal in person, via mail or fax.
 - b. The effective date of withdrawal as far as refunds are concerned is the date that the withdrawal notice is received by the Office of the Registrar. Notation of withdrawal, and the effective date of the withdrawal, will be posted to the permanent record. Instructors and college offices will be notified of all withdrawn students. The deadline date for submitting the withdrawal for each semester is the last day of classes. Contact Undergraduate Admission for readmission information.
 - c. **Military Call-Ups.** It is the intent of the University of Maryland, College Park, to facilitate the withdrawal or change in registration and the reenrollment of students who are called to active military duty during the semester. The student (or a representative) should bring a copy of the military orders to the records office and process "withdrawal" papers or "change in registration" papers. Complete procedures are available from the Office of the Registrar.
 - d. Courses are not counted in the repeat policy limitations.
11. **Leave of Absence** from the university. A leave of absence is available for students wishing to take time away from the University for personal or academic reasons with the intention of returning the next semester. The leave of absence status is especially helpful for recipients of Federal Financial Aid. The student is not considered to be withdrawn, and is still enrolled for purposes of deferring repayment of federal loans. The leave of absence is only available for the last 60 days of the semester, and the student must return the following semester.
Please note: For students using this for Financial Aid deferment, only one leave of absence can be granted in any 12 month period.
 With an approved leave of absence the student may automatically return the next semester, and all registration privileges will be extended. Additional information and forms for applying for a leave of absence are available from the Student Services Office, Room 1101 Mitchell Building, University of Maryland, College Park, College Park, MD 20742.

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General Education Requirements

See chapter 5.

Enrollment in Majors

A student who is eligible to remain at the University of Maryland, College Park, may transfer among curricula, colleges, or other academic units except where limitations on enrollments have been approved. By the time they complete 56 credits, students are expected to declare a degree-granting major. Students must be enrolled in the major program from which they plan to graduate, when registering for the final 15 hours of the baccalaureate program. This requirement also applies to the third year of the combined, pre-professional degree programs. See below for information on double majors and double degrees.

Credit Unit and Load Each Semester

No baccalaureate curriculum requires fewer than 120 semester hours. The semester hour, which is the unit of credit, is the equivalent of a subject pursued one period a week for one semester. Two or three hours of laboratory or field work are equivalent to one lecture or recitation period.

In order for undergraduate students to complete most curricula in four academic years, the semester credit load must range from 12 to 19 hours (30 to 36 hours each year) toward the degree. Students registering for more than 19 hours per semester must have the approval of their Dean.

Classification of Students

Official classifications of undergraduate students are based on earned credits as follows: freshman, 1-27 semester hours; sophomore, 28-55; junior, 56-85; and senior, 86 to at least 120.

Concurrent Undergraduate-Graduate Registration

A senior at the University of Maryland whose GPA is at least 3.0 and who is within seven hours of completing the requirements for the undergraduate degree may, with the approval of his or her dean, the chair of the department concerned, and the Graduate School, register for graduate courses, which may later be counted for graduate credit toward an advanced degree at this university. The total of undergraduate and graduate credits in the senior year cannot be used for graduate credit unless proper arrangements have been made. Seniors who wish to take advantage of this opportunity must formally apply for admission to the graduate school.

Undergraduate Credit for Graduate-Level Courses

Subject to requirements determined by the graduate faculty of the department or program offering the course, undergraduate students may register for graduate-level courses, i.e., those numbered from 600 to 898, with the exception of 799, for undergraduate credit.

A student seeking to utilize the option will have senior standing; have earned an accumulated grade point average of at least 3.0; have successfully completed, with a grade of "B" or better, the prerequisite and correlative courses; and be in a major in the offering or a closely related department. The student will be required to obtain prior approval of the department offering the course. Graduate School approval is not required.

Enrollment in a graduate-level course does not in any way imply subsequent departmental or graduate school approval for admission into a graduate program, nor may the course be used as credit for a graduate degree at the University of Maryland.

Individual Combined BA/MA Programs

In 1990, the Board of Regents of the University of Maryland authorized the development of individual combined bachelor's and master's degree programs. For complete guidelines, requirements, and application procedures, students should consult with their major department no later than the beginning of the second semester of the sophomore year.

Courses Taken at Other Institutions or Through the Inter-institutional Registration Program

Courses taken at another institution may not be credited toward a degree without approval in advance by the dean of the college from which the student expects a degree. The same rule applies to off-campus registration

in the summer program of another institution and the USM Concurrent Inter-Institutional Registration Program. Courses taken through The Consortium of Universities of the Washington Metropolitan Area are treated as resident credit. (See section on the Consortium, below.) Permission to enroll in off-campus courses must be requested for any course which will eventually be added to the University of Maryland, College Park, transcript.

The Consortium of Universities of the Washington Metropolitan Area

The Consortium of Universities of the Washington Metropolitan Area consists of American University, The Catholic University of America, Gallaudet College, George Mason University, Georgetown University, George Washington University, Howard University, Marymount University, Mt. Vernon College, Trinity College, University of the District of Columbia, and the University of Maryland, College Park. Students enrolled in these institutions are able to attend certain classes at the other campuses and have the credit considered as resident credit at their own institutions. The intention is to allow students to take an occasional course to augment a program rather than to develop an individual program. Payment of tuition for courses will be made at the student's home campus.

Currently registered, degree-seeking University of Maryland, College Park, undergraduates may participate in the consortium program according to the stipulations listed in the current edition of the Schedule of Classes. Golden ID students are not eligible to enroll in courses through the consortium with waiver of fees. Students interested in additional information about the consortium program should contact the consortium coordinator in the Office of the Registrar, first floor, Mitchell Building.

USM Concurrent Inter-Institutional Registration Program

College Park undergraduates participating in the USM Concurrent Inter-Institutional Registration Program should have sophomore standing, be in good academic standing, have approval from their dean for the course(s) to count as resident credit, and be enrolled full time in a degree program at the university for the semester in which the course(s) are taken. Full-time status is defined as a combination of credits registered at the University of Maryland, College Park, and the registered credits at the host institution.

Enrollment in courses is on a space-available basis. Visiting students are expected to meet prerequisites or other criteria set by the host institution and comply with the host institution's registration procedures and deadlines.

Veterans Benefits

Students attending the university under the Veterans Education Assistance Act (Title 38, U.S. Code) may receive assistance and enrollment certification at the Veterans Certification Office, in the Office of the Registrar, first floor, Mitchell Building. Consult the Schedule of Classes for further information.

Identification Card

The photo ID card is issued at the time the student first registers for classes. This card is to be used for the entire duration of enrollment. Additionally, students who have food service contracts will use this photo identification card. Contact Dining Services (information in chapter 3) directly for further information.

The photo identification card can be used by students to withdraw books from the libraries, for admission to most athletic, social, and cultural events, and as a general form of identification on campus.

There is a replacement charge of \$20 for lost, stolen, or broken photo identification cards. Questions concerning the identification card system should be addressed to the Office of the Registrar.

Change of Address

Students are expected to notify the Office of the Registrar of any change in their local, permanent or e-mail address. Use the internet to keep address information current and accurate. Change of address forms are available at the following places:

Testudo web site: <http://www.testudo.umd.edu>, select Records and Registration

Office of the Bursar, Room 1115 or 1135, Lee Building

Registration Counter, first floor, Mitchell Building

Deans' Offices

MARS Kiosks: Mitchell Building, Stamp Union, Ellicott Dining Hall, Van Munching Hall, 7:30 a.m. to 11 p.m.

ATTENDANCE AND ASSESSMENT/ EXAMINATIONS

Attendance

1. The university expects each student to take full responsibility for his or her academic work and academic progress. The student, to progress satisfactorily, must meet all of the requirements of each course for which he or she is registered. Students are expected to attend classes regularly, for consistent attendance offers the most effective opportunity open to all students to gain command of the concepts and materials of their courses of study. Except as provided below, absences will not be used in the computation of grades, and the recording of student absences will not be required of the faculty.
2. It is the policy of the university to excuse the absences of students that result from the following causes: illness of the student, or illness of a dependent as defined by Board of Regents policy on family and medical leave; religious observance (where the nature of the observance prevents the student from being present during the class period); participation in university activities at the request of university authorities; and compelling circumstance beyond the student's control. Students claiming excused absence must apply in writing and furnish documentary support for their assertion that absence resulted from one of these causes.
3. In some courses, attendance and in-class participation are ongoing requirements and an integral part of the work of the course. In other courses, occasional in-class assessments may occur, sometimes without advance notice. It is the responsibility of the instructor to inform each class at the beginning of the semester of the nature of in-class participation expected and the effect of absences on the evaluation of the student's work in the course.
4. Absences in courses where in-class participation is a significant part of the work of the course shall be handled by the instructor in the course in accordance with the general policy of his or her academic unit.
5. Permanent changes in the scheduling or location of classes must be approved by the chair, the director or the dean of the department, non-departmentalized school or college, as appropriate.

Assessment

1. The university provides students with excused absences the opportunity to reschedule significant assessments, except in cases where the nature of the assessment precluded the possibility of rescheduling, OR to perform a substitute assignment without penalty. An instructor is not under obligation to offer a substitute assignment or to give a student a make-up assessment unless the failure to perform was due to an excused absence, that is, due to illness (of the student or a dependent), religious observance (where the nature of the observance prevents the student from being present during the class period), participation

in university activities at the request of university authorities, or compelling circumstances beyond the student's control. Students claiming excused absence must apply in writing and furnish documentary support for their assertion that absence resulted from one of these causes.

The make-up assessment or substitute assignment must be at a time and place mutually agreeable to the instructor and student, cover only the material for which the student was originally responsible, and be at a comparable level of difficulty with the original assessment. In the event that a group of students requires the same make-up assessment or substitute assignment, one time and place may be scheduled. The make-up assessment or substitute assignment must not interfere with the student's regularly scheduled classes or in-class final examination.

Students who have a concern regarding religious observances should see their instructors at the start of the semester. Although the university attempts to accommodate the religious beliefs of all of its members, it functions within a secular environment and is limited in the extent to which it can interrupt its normal operations. The president shall determine when it is appropriate for the campus community to restrict rescheduling examinations or other significant assessments on the dates of religious observance.

At this time, examinations or other significant assessments may not be scheduled on Rosh Hoshanah, Yom Kippur, Good Friday, or the first two days of Passover.

In cases of dispute, the student may appeal to the chair, the director or the dean of the department, non-departmentalized school or college offering the course within one week from the date of the refusal to schedule a make-up assessment. In those instances where the instructor is the chair, director or dean, the appeal shall be made to the next higher administrative officer, whose decision shall be final.

2. The student must notify his or her instructor of the reason for absence as soon as possible. Where the reason for absence from a scheduled assessment is known well in advance (for example, in cases of religious observance or participation in university activities at the request of university authorities), the student must inform the instructor by the end of the schedule adjustment period. Prior notification is especially important in connection with final examinations, since failure to reschedule a final examination before conclusion of the final examination period may result in loss of credits during the semester. Where the reason is not known well in advance (for example, in cases of illness or compelling circumstances beyond the student's control), the student must inform the instructor as soon as the reason develops, or as soon as possible after its development.
3. Ordinarily, assessments are given during class hours in accordance with the regularly scheduled (or officially "arranged") time and place of each course listed in the Schedule of Classes. No less than seven calendar days' notice shall be given for assessments scheduled at other times and places. It shall be the instructor's responsibility to ensure that the change in schedule does not interfere with any student's regularly scheduled classes or in-class final examinations. It is the responsibility of the student to be informed concerning the dates of announced quizzes, tests, and examinations. Performance assessments may take a variety of forms and need not be classroom-based written examinations.
4. A final examination shall be given in every undergraduate course. Exceptions may be made with the written approval of the chair, the director or the dean of the department, non-departmentalized school or college, as appropriate. However, a student's final course grade shall be based on a combination of assessments that is at least the equivalent of a comprehensive final examination. No final examination or equivalent may be given or due during the last week of classes. All in-class final examinations must be held on the date and at the time listed in the official final examination schedule. Out-of-class final examination or equivalent assessments shall be due on the date and at a time listed in the official final examination schedule.
5. The chair, the director or the dean of the department, non-departmentalized school or college, as appropriate, is responsible for the adequate administration of assessments in courses under his or her jurisdiction.

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6. No in-class assessment shall exceed the allotted time for a regularly scheduled class period. In the case of in-class final examinations, the time allotted shall not exceed the scheduled final examination period.
7. Each student shall be given the instructions and performance requirements for all assessments intended to require more than one-half class period in a form translatable to hard copy, unless the chair, the director or the dean of the department, non-departmentalized school or college, as appropriate, has authorized another procedure. The instructions and requirements of the assessment shall be archived in an appropriate medium in a suitable place.
8. The following rules shall govern all in-class examinations, unless the instructor for a specific course stipulates alternate rules for that course. A breach of any of the rules shall constitute "disruption of class," a disciplinary offense (Code of Student Conduct, section 9.m.), or may serve as the basis of an allegation of academic dishonesty.
 - a. Students arriving late for an examination may not unreasonably disrupt the examination room.
 - b. Students must leave all unauthorized materials (e.g., books, notes, calculators) with the proctor before being seated.
 - c. Where seating arrangements are established by proctors, student must conform to these arrangements.
 - d. Students may not return to an examination room after leaving, unless permission to do so has been granted by the proctor prior to the student's departure.
 - e. Students must cease conversation prior to the passing out of examination papers and maintain silence during the entire examination period.
 - f. Students must place examination papers face down on the writing desk until the examination is officially begun by the proctor.
 - g. Students must keep examination papers flat on the writing desk at all times.
 - h. Students at an examination must be prepared to show current University identification.
9. Each faculty member is to retain, for one full semester after a course is ended, the students' final assessments in the appropriate medium. If a faculty member goes on leave for a semester or longer, or leaves the university, the final assessments and grade records for the course must be left with the chair, the director or the dean of the department, non-departmentalized school or college, as appropriate.

Statement on Classroom Climate

The University of Maryland values the diversity of its student body and is committed to providing a classroom atmosphere that encourages the equitable participation of all students. Patterns of interaction in the classroom between the faculty member and students and among the students themselves may inadvertently communicate preconceptions about student abilities based on age, disability, ethnicity, gender, national origin, race, religion, or sexual orientation. These patterns are due in part to the differences the students themselves bring to the classroom. Classroom instructors should be particularly sensitive to being equitable in the opportunities they provide students to answer questions in class, to contribute their own ideas, and to participate fully in projects in and outside of the classroom.

Of equal importance to equity in the classroom is the need to attend to potential devaluation of students that can occur by reference to demeaning stereotypes of any group and/or overlooking the contributions of a particular group to the topic under discussion. Joking at the expense of any group creates an inhospitable environment and is inappropriate. Moreover, in providing evaluations of students, it is essential that instructors avoid distorting these evaluations with preconceived expectations about the intellectual capacities of any group.

It is the responsibility of individual faculty members to review their classroom behaviors, and those of any teaching assistants they supervise, to ensure that students are treated equitably and not discouraged or devalued based on their differences. Resources for self-evaluation and training for faculty members on classroom climate and interaction patterns are available from the Office of Human Relations.

RECORDS

Marking System

The Office of the Registrar, located on the first floor of the Mitchell Building, is responsible for maintaining student records and issuing official transcripts.

The following symbols are used on the student's permanent record for all courses in which he or she is enrolled after the initial registration and schedule adjustment period: A, B, C, D, F, XF, I, P, S, and W. These marks remain as part of the student's permanent record and may be changed only by the original instructor on certification, approved by the department chair and the dean, that an actual mistake was made in determining or recording the grade.

A—denotes excellent mastery of the subject and outstanding scholarship. In computations of cumulative or semester averages, a mark of A will be assigned a value of 4 quality points per credit hour.

B—denotes good mastery of the subject and good scholarship. A mark of B is assigned a value of 3 quality points per credit hour.

C—denotes acceptable mastery of the subject and the usual achievement expected. A mark of C is assigned a value of 2 quality points per credit hour.

D—denotes borderline understanding of the subject. It denotes marginal performance, and it does not represent satisfactory progress toward a degree. A mark of D is assigned a value of 1 quality point per credit hour.

F—denotes failure to understand the subject and unsatisfactory performance. A mark of F is assigned a value of 0 quality points per credit hour.

XF—denotes failure due to academic dishonesty.

S—is a department option mark that may be used to denote satisfactory performance by a student in progressing thesis projects, orientation courses, practice teaching, and the like. In computation of cumulative averages a mark of S will not be included.

W—is used to indicate withdrawal from a course in which the student was enrolled at the end of the schedule adjustment period. For information and completeness, the mark of W is placed on the student's permanent record by the Office of the Registrar. The instructor will be notified that the student has withdrawn from the course. This mark is not used in any computation of quality points or cumulative average totals at the end of the semester.

Audit—A student may register to audit a course or courses which have been designated as available under the audit option and in which space is available. The notation AUD will be placed on the transcript for each course audited. A notation to the effect that this symbol does not imply attendance or any other effort in the course will be included on the transcript in the explanation of the grading system.

Pass-Fail—The mark of P is a student option mark, equivalent to A, B, C, or D. The student must inform the Registration Office of the selection of this option by the end of the schedule adjustment period.

The following **Pass-Fail** policy was approved by the Board of Regents for implementation beginning with the Spring 1989 semester:

1. To register for a course under the pass-fail option, an undergraduate must have completed 30 or more credit hours of college credit with a GPA of at least 2.0. At least 15 of these credit hours must have been completed at University of Maryland, College Park with a University of Maryland GPA of at least 2.0.

2. Courses for which this option applies must be electives in the student's program. The courses may not be college, major, field of concentration, or general education program requirements.
3. Only one course per semester may be registered for under the pass-fail option.
4. No more than 12 semester hours of credit may be taken under the pass-fail option during a student's college career.
5. Students may not choose this option when re-registering for a course.
6. When registering under the pass-fail option, a course that is **passed** will count as **hours** in the student's record but will not be computed in the grade point average. A course that is **failed** will appear on the student's record and will be computed both in the overall average and the semester average.
7. Students registering for a course under the pass-fail option are required to complete all regular course requirements. Their work will be evaluated by the instructor by the normal procedure for letter grades. The instructor will submit the normal grade. The grades A, B, C, or D will automatically be converted by the Office of the Registrar to the grade P on the student's permanent record. The grade F will remain as given. The choice of grading option may be changed only during the schedule adjustment period for courses in which the student is currently registered.

Incompletes. The mark of "I" is an exceptional mark that is an instructor option. It is given only to a student whose work in a course has been qualitatively satisfactory, when, because of illness or other circumstances beyond the student's control, he or she has been unable to complete some small portion of the work of the course. In no case will the mark "I" be recorded for a student who has not completed the major portion of the work of the course.

1. The student will remove the "I" by completing work assigned by the instructor. It is the student's responsibility to request arrangements for completion of the work and to request that an Incomplete Contract be written. These arrangements must be documented in the Incomplete Contract, and signed by both the student and the instructor.
2. The Incomplete Contract must be submitted to the dean of the college offering the course, and a copy forwarded to the Records Office, within six weeks after the grade submittal deadline or the "I" will convert to a grade of "F." A copy of the signed agreement should also be filed in the department office.
3. All course work required by an Incomplete Contract must be completed by the time stipulated in the contract, usually the end of the next semester; but in any event, no later than one year. If the instructor is unavailable, the department chair will, upon request of the student, make the arrangements for the student to complete the course requirements. If the remaining work for the course as defined in the contract is not completed on schedule, the "I" will be converted to the grade indicated on the contract.
4. Exceptions to the time period cited above may be granted by the student's dean upon the written request of the student if circumstances are deemed to warrant further delay. The new completion date must again be specified and agreed to in writing by the student and the dean.
5. It is the responsibility of the instructor or the department chair concerned to return the appropriate supplementary grade report, both to the appropriate dean and to the Office of Records and Registration, upon completion of the conditions of the Incomplete Contract.
6. The "I" cannot be removed through re-registration for the course or through the technique of "credit by examination." In any event this mark shall not be used in any computation of quality points or cumulative averages.

Record Notations

In addition to the above marks, there are provisions for other record or transcript notations that may be used based on university policy and individual circumstances.

Duplicate course: Used to indicate two courses with the same course content. The second course is counted in the cumulative totals earned; both courses are counted in the cumulative attempted credit and in the calculation of grade point average unless an exception is made by the student's dean.

Non-applicable (Non-Appl): In all cases of transfer from one college to another at the University of Maryland, College Park, the dean of the receiving college, with the approval of the student, shall indicate which courses, if any, in the student's previous academic program are not

applicable to his or her new program, and shall notify the Office of the Registrar of the adjustments that are to be made in determining the student's progress toward a degree. Deletions may occur both in credits attempted and correspondingly in credits earned. This evaluation shall be made upon the student's initial entry into a new program, not thereafter. If a student transfers from one program to another, his or her record evaluation shall be made by the dean in the same way as if he or she were transferring colleges. If the student subsequently transfers to a third college, the dean of the third college shall make a similar initial adjustment; courses marked "nonapplicable" by the second dean may become applicable in the third program.

Excluded Credit (Excl Crd): Excluded credit is noted when Academic Clemency has been granted.

Campus Repeat Policy

The following policies apply to ALL courses that may not be repeated for additional credit.

1. The following students are required to follow the new repeat policy:
 - a. All new freshmen who began at University of Maryland, College Park Fall 1990 and after.
 - b. Transfer students from schools other than Maryland community colleges who began at University of Maryland, College Park, Fall 1990 and after. This includes transfer students from another University of Maryland institution.
2. There is a limit to the number of times a student may repeat a course. Students may have one repeat of any course in which they earned an A, B, C, D, F, P, S, W, I, NGR or Audit; they cannot be registered (after the schedule adjustment period) for any given course more than twice. A student's dean's office may grant an exception allowing an additional course repeat. In this case, students must present a plan for successfully completing the course. All attempts will be counted toward the total limit for repeatable credits.
3. Students may repeat no more than 18 credits. Additionally, if a student withdraws from all courses during a semester, those courses are not included in this limit.
4. The grade point average will include all attempts at a given course that result in a grade of A, B, C, D, or F. However, to help **freshmen and transfer students** adjust to the University of Maryland, College Park, the following two exceptions allow for the cumulative GPA to be calculated so that only the higher grade is included:
 - a. When the repeated course was taken within the student's first semester at University of Maryland, College Park, or
 - b. When the repeated course was taken within the student's first 24 credit hours attempted (including transfer credits) or *within the semester* during which the student reached the 24th credit hour attempted.
5. Any grade earned in prior attempts of a repeated course will appear on the student's transcript, regardless of whether the grade is dropped from, or included in, the cumulative grade point average.
6. Repeat by transfer—If a student repeats by transfer a course that was taken before or during the semester in which the student reached 24 credits attempted (including transfer credits) and the transfer grade is higher, then the original grade in the course will be excluded from the GPA calculation.
 - a. If the course was taken after the semester in which the student reached 24 credits attempted, the original grade remains in the GPA calculation. Special exceptions can be requested by the dean in unusual circumstances.

Repeat Policy Prior to Fall 1990:

The following students follow the previous repeat policy:

- Students who began at University of Maryland, College Park, before the Fall 1990 semester (including students who enter University of Maryland, College Park for summer 1990).
- Transfer students who began at a Maryland community college before Fall 1990.
- UMBC College of Engineering students who began before 1990.

The highest grade received in the repeated course is used to calculate the GPA. A student may repeat any course; however no student may be registered for a course more than three times.

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If a student repeats a course in which he or she has already earned a mark of A, B, C, D, P, or S, the subsequent attempt shall not increase the total hours earned toward the degree. Only the highest mark will be used in computation of the student's cumulative average. Under unusual circumstances, the student's dean may grant an exception to this policy.

Academic Clemency Policy

Undergraduate students returning to the University of Maryland, College Park, after a separation of a minimum of five calendar years may petition the appropriate dean to have a number of previously earned grades and credits removed from the calculation of their cumulative grade point average. Up to 16 credits and corresponding grades from courses previously completed at the University of Maryland, College Park, will be removed from calculation of the grade point average and will not be counted toward graduation requirements. The petition for clemency must be filed in the first semester of return to the institution. Approval is neither automatic or guaranteed.

Proficiency Examination Programs

The University of Maryland, College Park, offers new, continuing, and returning students several opportunities to earn college credit by demonstrating achievement in a subject field through examination. College Park recognizes three proficiency examination programs for credit: Advanced Placement (AP), Departmental Proficiency Examination Program (Credit-by-Examination), and College-Level Examination Program (CLEP). Undergraduate students may earn a total of up to one-half of the credits required for their degree through examination. Usually, this is no more than 60 credits. Students are responsible for consulting with the appropriate dean or adviser about the applicability of any credits earned by examination to a specific degree program. Students should also seek assistance in determining which University of Maryland, College Park, courses duplicate credits earned for an examination. **Students will not receive credit for both passing an examination and completing an equivalent course.**

Advanced Placement (AP) Credit. For complete information about the applicability of AP exams and the assignment of credit, please see chapter 1.

Departmental Proficiency Examination (Credit-by-Examination).

College Park Departmental Proficiency Examinations, customarily referred to as "credit-by-examination," are comparable to comprehensive final examinations in a course. Although the mathematics and foreign-language departments receive the most applications for credit by examination, many departments will provide examinations for certain of their courses. Initial inquiry as to whether an examination in a specific course is available is best made at the academic department which offers the course in question.

If an examination for a course is available, the department will provide information regarding time and place, type of examination, and material which might be helpful in preparing for the examination. An undergraduate who passes a departmental proficiency examination is given credit and quality points toward graduation in the amount regularly allowed in the course, provided such credits do not duplicate credit obtained by some other means.

After making arrangements with the department, apply through the Undergraduate Advising Office, 1117 Hornbake Library, (301) 314-8418.

Policies governing credit by examination:

1. The applicant must be formally admitted to the University of Maryland, College Park. Posting of credit earned, however, will be delayed until the student is registered.
2. Departmental Proficiency Examinations may not be taken for courses in which the student has remained registered at the University of Maryland, College Park, beyond the Schedule Adjustment Period with a transcript notation of "W."
3. Departmental Proficiency Examinations may not be used to change grades, including Incompletes and Withdrawals.
4. Application for credit-by-examination is equivalent to registration for the course; however, the following conditions apply:
 - a. A student may cancel the application at any time prior to completion of the examination with no entry on his/her permanent record. (Equivalent to the schedule adjustment period.)

- b. The instructor makes the results of the examination available to the student prior to formal submission of the grade. Before final submission of the grade, the student may elect not to have this grade recorded. In this case, a mark of W is recorded. (Equivalent to the drop period.)
 - c. No examination may be attempted more than twice.
 - d. The instructor must certify on the report of the examination submitted to the Office of the Registrar that copies of the examination questions (or identifying information in the case of standardized examinations), and the student's answers have been filed with the chair of the department offering the course.
5. If accepted by the student (see 4.b, above), letter grades earned through credit-by-examination are entered on the student's transcript, and are used in computing his/her cumulative grade point average. A student may elect to take a "credit-by-examination" "Pass-Fail" only if the credit fulfills an elective in the student's degree program. **No college, major, field of concentration, or general education program requirement may be taken under the pass-fail option.** Please refer to the Pass-Fail policy under the "Records" section in this chapter.

College-Level Examination Program (CLEP)

The College-Level Examination Program (CLEP) recognizes college-level competence achieved outside the college classroom. Two types of CLEP tests are available: General Examinations, which cover the content of a broad field of study; and Subject Examinations, which cover the specific content of a college course. Credit can be earned and will be recognized by College Park for some CLEP General or Subject Examinations, provided satisfactory scores are attained. Credits earned under CLEP are not considered "residence" credit, but are treated as transfer credit.

CLEP exams are administered at CLEP testing centers throughout the country. The University of Maryland, College Park, is a CLEP Test Center (Test Center Code: 5814). To obtain an application or additional information, contact the CLEP Administrator in the Counseling Center, Room 0106A Shoemaker Hall, (301-314-7688), or write to CLEP, CN 6600, Princeton, NJ, 08541-6600.

Students who want to earn credit through CLEP must request their official score reports to be sent to the Office of Undergraduate Admission, Mitchell Building, University of Maryland, College Park, MD 20742-5235. (The University of Maryland, College Park, Score Recipient Code is 5814.)

Policies governing CLEP are as follows:

1. A student must matriculate at the university before CLEP credits are officially posted. The posting will not be done until a student has established a record.
2. Each institution of the University System of Maryland establishes standards for acceptance of CLEP exemptions and credits. Students must check with the institution to which they will transfer to learn if they will lose, maintain, or gain credit.
3. College Park will award credit for a CLEP examination
 - (a) provided the examination was being accepted for credit here on the date the student took the examination, and
 - (b) provided that the examination was not taken during a student's final 30 credits. The final 30 hours of credit are to be taken in residence, unless prior approval has been granted by the student's dean.
4. **Credit will not be given for both completing a course and passing an examination covering substantially the same material.**
5. Furthermore, credit will not be awarded for CLEP examinations if the student has previously completed more advanced courses in the same field.
6. CLEP examinations posted on transcripts from other institutions will be accepted if the examination has been approved by College Park and the scores reported are equal to or higher than those required by this institution. If the transcript from the prior institution does not carry the scores, it will be the responsibility of the student to request Educational Testing Service to forward a copy of the official report to the Office of Admissions.

The university awards credits for CLEP Examinations only as indicated on the chart provided in this chapter (if an examination is not listed, it is not accepted for credit at this institution).

If you have questions about the applicability of specific credit to your program, consult the list provided in this catalog or contact your Dean's Office.

College Level Examination Program (CLEP)

Exam Title	Score	Related Course	Cr	Maj	Core	Notes
General Exams						
English Comp	500		3			See note below under Subject Exams: Freshman College Comp.
Natural Science	500	LL Elective	6	No	No	
Humanities	500	LL Elective	3	No	No	
Mathematics	560	LL Elective	3	No	*	*Fulfills CORE-Fundamental Studies Math requirement.
Social Science & History	500	LL Elective	3	No	No	
Subject Exams						
Biology Gen. Biology	49	LL Elective	3	No	No	Students who receive CLEP credit in Biology and wish to take additional BIOL credit should enroll in BIOL 105.
Chemistry Gen. Chemistry	48	LL Elective	3	No	No	Students who receive CLEP credit in Chemistry and wish to take additional CHEM credit should enroll in CHEM 103 or 103H.
Economics Prin. Macro. Prin. Micro.	57 54	ECON 201 ECON 200	3 3	Yes Yes	Yes Yes	ECON credits fulfill one of two CORE-Social/Behavioral Science requirements.
English Freshman College Comp.	51		3	No		To receive credit for CLEP and fulfill CORE-Fundamental Studies ENGL 101, students with satisfactory scores <u>must</u> submit portfolios of written work for evaluation to the Office of the Director of Freshman Writing (2101 Susquehanna). Contact the office for information about portfolio content, 405-3771.
Government American Govt.	52	GVPT 170	3	Yes	Yes	GVPT 170 fulfills one of two CORE-Social/Behavioral Science requirements. Students should contact the department for gateway applicability, 405-4136.
Mathematics Calculus/ Elem. Functions	56 50 47	MATH 140 MATH 220 LL Elective	4 3 3	Yes No No	Yes Yes *	MATH 140 or 220 fulfills CORE-Math & Formal Reasoning non-lab requirement; also fulfills CORE-Fundamental Studies Math requirement. *Fulfills CORE-Fundamental Studies Math requirement.
Sociology Intro. Sociology	51	LL Elective	3	No	No	Sociology majors who receive credit for this exam will be exempt from SOCY 100. Other students who wish to fulfill CORE requirement are encouraged to enroll in SOCY 105.

Please Note: LL refers to courses at the lower (100 and 200) level. Any test not listed will not be accepted for credit at UMCP. Students may not receive credit both for CLEP courses and for equivalent UMCP courses or transfer courses (including AP or IB). CLEP credit will be deleted in such cases. Applicable scores for a particular exam are those in effect when a student takes the exam. Contact your College Dean if you have questions.

Certain CLEP tests may be revised during 2000-01. At the time this catalog was printed, information on the new versions of those tests was not available. Changes are possible in UMCP credit acceptance for revised CLEP exams. Contact the Testing Office for up-to-date information, 314-7688.

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TRANSFER CREDIT

(For current University of Maryland, College Park students)

The Office of the Registrar posts all transfer credit that would be acceptable to any of the degree programs at the University of Maryland, College Park. The dean of the college in which the student is enrolled determines which transfer credits are applicable to the student's degree program. In general, credit from academic courses taken at institutions of higher education accredited by a regional accrediting association will transfer, provided that the course is completed with at least a grade of C and the course is similar in content and level to work offered at College Park. The title of courses accepted for transfer credit will be noted on the student's record; however, the grade will not. Grades from transferred courses are not included in the University of Maryland, College Park, grade point average calculation. See chapter 1 for additional information.

Courses taken at other institutions while attending the University of Maryland, College Park

1. **Courses taken at another institution** may not be credited toward a degree without approval in advance by the dean of the college from which the student expects a degree. The same rule applies to registration in the summer program of another institution. "Permission to Enroll in Another Institution" forms are available in the office of the student's dean. This form must be submitted and approved by the college for any course which will eventually be added to the university transcript.
2. **Courses taken at other University of Maryland Institutions**
For students who began their attendance at the University of Maryland, College Park in Fall 1989 or later, all course work taken at any University System of Maryland institution will be posted as transfer credit. For all students who attended Maryland prior to Fall 1989, courses taken at another University of Maryland Board of Regents institution (UMBC, UMAB, UMES, UMUC) prior to Fall 1989 will be included in the cumulative GPA. Courses taken at any other institution may not be credited toward a degree without advance approval. See #1 above for information.
3. **USM Concurrent Inter-Institutional Registration Program**
University undergraduate students participating in the Concurrent Inter-Institutional Registration Program should obtain permission from their dean. Course work counts as resident credit. Students participating in this program must be enrolled full time in a degree program at University of Maryland, College Park, for the semester in which these courses are taken.
4. **Consortium of Universities of the Washington Metropolitan Area**
Courses taken through the Consortium are considered to be resident credit. See above under "Consortium" and see the Schedule of Classes for information.

Transfer Credit Center

The Transfer Credit Center provides articulation information and assistance to students and transfer advisers. More information is available in the section on Transfer Admission in chapter 1.

REQUIREMENTS FOR RETENTION

Academic retention is based solely on grade point average (GPA). The significance of the cumulative grade point average (cumulative GPA) varies according to the number of credits attempted. A minimum of 120 credits of successfully completed (not I, F, or W) course credits is required for graduation in any degree curriculum.

Satisfactory Performance applies to those students with a cumulative GPA between 4.000 and 2.000.

Semester Academic Honors (Dean's List) will be awarded to a student who completes within any given semester 12 or more credits (excluding courses with grades of P and S) with a semester GPA of 3.500 or higher. This notation will be placed on the individual's permanent record.

Unsatisfactory Performance: Students with a cumulative GPA of less than 2.000 fall into three categories: Unsatisfactory Performance, Academic Warning and Academic Dismissal. The notations Academic Warning and Academic Dismissal will be placed on the student's permanent record. The cumulative GPA that defines each of the categories varies according to the credit level as noted below:

GPA Retention Levels

Credit Level	Unsatisfactory Performance	Academic Warning	Academic Dismissal
0-13	1.290-1.999	0.230-1.289	0.000-0.229
14-28	1.780-1.999	1.280-1.779	0.000-1.279
29-56	1.860-1.999	1.630-1.859	0.000-1.629
57-74	1.940-1.999	1.830-1.939	0.000-1.829
75-more	—	1.940-1.999	0.000-1.939

1. Credit level: Courses with grades of A, B, C, D, F, P, S and transfer credit from other institutions, Advanced Placement, CLEP and other similar tests in which credit is given. (**Note: Retention credit totals for students admitted as freshmen will not include advanced standing credit (AP, IB, CLEP, and college-level credit) earned while enrolled in high school for calculations at the end of the 1st semester. After 1st semester, Retention credit will include all advance standing credit.**)
2. Computation of GPA: GPA is computed by dividing the total number of quality points accumulated in courses for which a grade of A, B, C, D, or F has been assigned by the total number of credits attempted in those courses. Courses for which a mark of P, S, I or NGR has been assigned are not included in computing the GPA. Each letter grade has a numerical value: A=4; B=3; C=2; D=1; F=0. Multiplying this value by the number of credits for a particular course gives the number of quality points earned for that course.
3. Students with an unsatisfactory performance for any semester will be urged in writing to consult their advisers.
4. Students on academic warning will have this fact noted on their transcripts and will be urged in writing to consult with their advisers prior to the beginning of the next semester. Students who receive an academic warning in any semester will not be allowed either to add or drop courses or to register during the semester following the receipt of the academic warning without seeing an adviser.
5. Any student with 60 credits or more attempted and who thereafter received academic warning for two consecutive semesters will be academically dismissed. Students who are academically dismissed will have this action entered on their transcript.
6. Students transferring to the University of Maryland, College Park, will not be dismissed at the end of their first semester if they earn a GPA of 0.23 or above. (A student who would otherwise be subject to Academic Dismissal will receive an Academic Warning.) Thereafter, such a student will be subject to the normal standards of academic progress. This provision does not apply to students reinstated or readmitted to the University of Maryland, College Park.
7. A student who has been academically dismissed and who is reinstated will be academically dismissed again if minimum academic standards are not met by the end of the first semester after reinstatement. (See sections on Readmission and Reinstatement in chapter 1.)
8. Credits transferred, or earned during prior admissions terminating in academic dismissal or withdrawal and followed by readmission, will be applicable toward meeting credit requirements for a degree.
9. Under unusual circumstances, the Faculty Petition Board may set more rigorous requirements for the semester in which a reinstated student returns, or may allow a lengthened period (not to exceed two semesters) to reach the minimum or set academic standards.
10. Any appeal from the regulations governing academic warning or academic dismissal shall be directed to the Faculty Petition Board which shall be empowered to grant relief in unusual cases if the circumstances warrant such action.
11. See **Repeat Policy** to determine the effect of repeated courses in calculation of GPA.

Dismissal of Delinquent Students. The university reserves the right to request at any time the withdrawal of a student who cannot or does not maintain the required standard of scholarship, or whose continuance in the university would be detrimental to his or her health, or to the health of others, or whose conduct is not satisfactory to the authorities of the university. Additional information about the dismissal of delinquent students may be found in the Code of Student Conduct, Appendix C, in chapter 10.

GRADUATION AND DEGREE REQUIREMENTS

The University of Maryland, College Park, awards the following degrees: Bachelor of Arts, Bachelor of Landscape Architecture, Bachelor of Music, Bachelor of Science, Master of Applied Anthropology, Master of Architecture, Master of Arts, Master of Business Administration, Master of Education, Master of Fine Arts, Master of Library Science, Master of Music, Master of Public Management, Master of Public Policy, Master of Science, Doctor of Education, Doctor of Musical Arts, and Doctor of Philosophy. Students in specified two-year curricula may be awarded certificates.

Graduation Applications

Each candidate for a degree or certificate must file a formal application with the Office of the Registrar. The deadline for application is the end of the schedule adjustment period for the semester in which the student plans to graduate, or at the end of the first week of the second summer session for August degrees.

In all cases, graduation applications must be filed at the beginning of the student's final semester before receiving a degree. The graduation applications are available on the internet at www.testudo.umd.edu or at the Registrar's Office, 1st floor Mitchell Building.

Degree Requirements

The requirements for graduation vary according to the character of work in the different colleges, schools, departments and academic units. It is the responsibility of the colleges, schools, departments and other academic units to establish and publish clearly defined degree requirements. Responsibility for knowing and meeting all degree requirements for graduation in any curriculum rests with the student. Specific degree requirements are listed in this catalog under the college and/or department as appropriate.

Each student should check with the proper academic authorities no later than the close of the junior year to ascertain his or her standing with respect to advancement toward a degree. For this purpose, each student should be sure to retain a copy of the semester grade reports issued by the Office of the Registrar at the close of each semester.

1) Residency requirement—Final 30-Hour Rule

a. All candidates for University of Maryland, College Park, degrees should plan to take their final 30 credits in residence since the advanced work of their major study normally occurs in the last year of the undergraduate program. Included in these 30 semester hours will be a minimum of 15 semester hours in courses numbered 300 or above, including at least 12 semester hours required in the major field (in curricula requiring such concentrations).

b. A student who at the time of graduation will have completed 30 hours in residence at the University of Maryland, College Park, may, under unusual circumstances, be permitted to take a maximum of 8 of the final 30 credits of record, comprising no more than two courses, at another institution. In such cases, written permission must be obtained in advance from the dean of the academic unit from which the student expects to receive the degree. Exceptions beyond 8 credits and/or two courses will be made only under highly unusual circumstances; requests for an exception must be made through the Dean's office to the Office of the Vice President for Academic Affairs.

c. For students in the combined three-year, preprofessional programs, the final 30 hours of the 90-hour program at the University of Maryland, College Park, must be taken in residence.

2) **Enrollment in Majors.** A student must be enrolled in the major program from which he or she plans to graduate, when registering for the final 15 hours of the baccalaureate program. This requirement also applies to the third year of the combined, preprofessional degree programs.

3) **Credit Requirements.** While several undergraduate curricula require more than 120 credits, no baccalaureate curriculum requires fewer than 120. No baccalaureate will be awarded in instances in which fewer than 120 credit hours have been earned.

It is the responsibility of each student to familiarize himself or herself with the requirements of specific curricula. The student is urged to seek advice on these matters from the departments, colleges, or the Office of the Dean for Undergraduate Studies.

To earn a baccalaureate from the University of Maryland, College Park, a minimum of 30 credits must be taken in residence.

4) **Grade Point Average.** A minimum cumulative 2.0 grade point average is required for graduation in all curricula.

SECOND MAJORS AND SECOND DEGREES

Second majors

A student who wishes to complete a second major concurrently with his or her primary major of record must obtain written permission in advance from the appropriate departments or programs and colleges. As early as possible, but in no case later than one full academic year before the expected date of graduation, the student must file with the department or programs involved and with the appropriate deans, formal programs showing the courses to be offered to meet requirements in each of the majors and supporting areas as well as those of the college and general education programs. A student who wishes to add a Limited Enrollment Program as a second major must do so at the earliest possible opportunity to assure that specific credit and GPA requirements can be met. In order to obtain approval, students must complete all of the requirements specified for both the primary and secondary major. Courses taken for one major may be counted as appropriate as part of the degree requirements for the general education programs. If two colleges are involved in the double major program, the student must designate which college will be responsible for the maintenance of records and certification of general education requirements. Final approval of a double major program must be obtained from each of the appropriate departments and college(s).

Second Degrees Taken Simultaneously

A student who wishes to receive two bachelor's degrees simultaneously must satisfactorily complete the regularly prescribed requirements of both degree programs and a minimum of 150 credits (180 credits if one of the degrees is in Special Education). At least 18 of the credits applied to the second degree must be in course work not applied to the requirements for the primary degree program. As early as possible, but in no case later than one full academic year before the expected date of graduation, the student must file with the department or programs involved, as well as with the appropriate deans, formal programs showing the courses to be offered to meet the major, supporting area, college, and general education programs. If two colleges are involved in the double degree program, the student must designate which college will be responsible for the maintenance of records and certification of general education requirements. Final approval of a double degree program must be obtained from each of the appropriate departments and college(s).

Second Degrees Taken Sequentially

A student who has completed the requirements for, and has received one baccalaureate and who wishes to earn a second degree from the university must satisfactorily complete all of the prescribed requirements for the second degree and enough additional credits so that the total, including all applicable credits earned at the university or elsewhere, is at least 150 credits (180 credits if one of the degrees is in Special Education). At least 18 of the credits applied to the second degree must be in course work not applied to the requirements for the primary degree program. In no case will a second baccalaureate be awarded to a student who has not completed a minimum of 30 credits in residence at the university.

COMMENCEMENT HONORS

Summa cum laude, magna cum laude, and cum laude are the commencement honors for excellence in scholarship. Honors are awarded to students with a GPA equal to the highest two percent (summa), the next highest three percent (magna), and the following five percent (cum laude) of the GPA distribution used in calculations for that semester. The GPA distribution shall be computed each semester from the GPAs of the three preceding classes of the student's degree-granting unit. To be eligible for this recognition, at least 60 semester hours must be earned at the university or at a program in which credit earned is counted as University of Maryland, College Park, resident credit (contact the Office of the Registrar to determine program eligibility). No more than 6 credits taken pass/fail or satisfactory/fail shall count toward the 60-hour minimum. No student with

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a grade-point average of less than 3.3 will be considered for a commencement honor. Because grades for a term generally are officially recorded after the term's graduation day, computation of the student's GPA will not include grades for courses taken during the student's final semester at the university. However, the hours taken during that semester will apply toward the 60-hour requirement.

Election to Phi Beta Kappa

Organized in 1776, Phi Beta Kappa is the oldest and most widely respected academic honorary society in the United States. Invitation to membership is based on outstanding scholastic achievement in studies of the liberal arts and sciences. Student members are chosen entirely on the basis of academic excellence; neither extracurricular leadership nor service to the community is considered. Election is held twice a year, once in the fall and once in the spring semester.

The process for election to Phi Beta Kappa involves a review in November for those who graduated the previous August or those who will graduate in December, and a review in March for those graduating in May. The review is conducted by a select committee of faculty members representing the humanities, social sciences, and natural sciences. The committee reviews transcripts of all juniors and seniors with qualifying grade point averages. Whether a student qualifies for membership in Phi Beta Kappa depends on the quality, depth, and breadth of the student's record in liberal education courses. The final decision for election rests with the resident faculty members of Phi Beta Kappa. There is no application procedure for election to Phi Beta Kappa (see #3 below for possible exception).

Requirements for selection to membership in Phi Beta Kappa at the University of Maryland, College Park, campus chapter include:

1. **Grade Point Average:** For seniors a grade point average of at least 3.5 overall as well as in all liberal arts and sciences courses taken. For juniors the minimum grade point average is 3.75.
2. **Residence:** At least 60 credit hours must be taken at the University of Maryland, College Park.
3. **Liberal Courses:** For seniors, at least 90 credit hours in courses in the liberal arts and sciences (where "liberal" courses are to be distinguished from professional or technical courses), at least 45 of which must be taken at the University of Maryland, College Park. For juniors, at least 75 total credit hours must be completed, at least 60 of which are in courses in the liberal arts and sciences; of these, at least 45 must be taken at the University of Maryland, College Park.
4. **Required courses:** One semester of mathematics, which must be fulfilled by college-level credit hours (including AP credit), and two college semesters of a foreign language at the elementary level, or above. The language requirement may also be satisfied by completion of four years of one language other than English at the high-school level or above, or the equivalent. Students with such a foreign language background who wish to be considered for admission to Phi Beta Kappa should notify the Phi Beta Kappa office in writing and provide the appropriate documentation (such as a high school transcript) prior to the month of consideration.
5. **Distribution:** The credit hours presented for Phi Beta Kappa must contain at least nine liberal credit hours in each of the three following areas: a) arts and humanities, b) behavioral and social sciences, c) natural sciences and mathematics (including a laboratory science course). The courses in at least two of the three required areas must be completed at the University of Maryland, College Park. Students with more challenging courses and moderately high grade point averages are preferred by the committee to those with higher grade point averages but a narrow range of courses. Minimal qualifications in more than one area may preclude election to Phi Beta Kappa.

Recommended criteria include:

1. Regular grades (rather than pass/fail) in (a) mathematics and foreign language courses, and (b) distribution areas in which the number of courses taken is more than the minimum.
2. Some traditional social sciences and humanities courses that require written essays and papers. (Note that internships may be counted as professional courses and not as liberal courses.)
3. Courses in at least two of the required areas to be taken at the College Park campus, especially if courses are transferred from other institutions without chapters of Phi Beta Kappa.

Meeting the above requirements does not guarantee election to Phi Beta Kappa. The judgment of the resident faculty members of Phi Beta Kappa on the quality, depth, and breadth of the student's record is the deciding factor in every case.

Any questions about criteria for election to Phi Beta Kappa (including equivalency examinations in foreign languages) should be directed to the Phi Beta Kappa Office, Room 0201 Energy Research Building, (301) 405-7369.

UNIVERSITY OF MARYLAND, COLLEGE PARK CODE OF ACADEMIC INTEGRITY (Approved by the Campus Senate February 13, 1989)

Amended effective Fall 1994

Introduction

The University is an academic community. Its fundamental purpose is the pursuit of knowledge. Like all other communities, the University can function properly only if its members adhere to clearly established goals and values. Essential to the fundamental purpose of the University is the commitment to the principles of truth and academic honesty. Accordingly, The Code of Academic Integrity is designed to ensure that the principle of academic honesty is upheld. While all members of the University share this responsibility, The Code of Academic Integrity is designed so that special responsibility for upholding the principle of academic honesty lies with the students.

Definitions

1. **ACADEMIC DISHONESTY:** any of the following acts, when committed by a student, shall constitute academic dishonesty:
 - (a) **CHEATING:** intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
 - (b) **FABRICATION:** intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
 - (c) **FACILITATING ACADEMIC DISHONESTY:** intentionally or knowingly helping or attempting to help another to violate any provision of this Code.
 - (d) **PLAGIARISM:** intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise.

Responsibility to Report Academic Dishonesty

2. Academic dishonesty is a corrosive force in the academic life of a university. It jeopardizes the quality of education and depreciates the genuine achievements of others. It is, without reservation, a responsibility of all members of the campus community to actively deter it. Apathy or acquiescence in the presence of academic dishonesty is not a neutral act. Histories of institutions demonstrate that a laissez-faire response will reinforce, perpetuate, and enlarge the scope of such misconduct. Institutional reputations for academic dishonesty are regrettable aspects of modern education. These reputations become self-fulfilling and grow, unless vigorously challenged by students and faculty alike.

All members of the University community—students, faculty, and staff—share the responsibility and authority to challenge and make known acts of apparent academic dishonesty.

Honor Statement

3. Letters informing both graduate and undergraduate students of their acceptance at the University, as well as appointment letters for members of the faculty, shall contain a short statement concerning the role of the Student Honor Council, as well as the obligation of all members of the University of Maryland, College Park community to promote the highest standards of academic integrity.

Self-Referral

4. Students who commit acts of academic dishonesty may demonstrate their renewed commitment to academic integrity by reporting themselves in writing to the Chair of the Honor Council. Students may not exercise the self-referral option more than once during their enrollment at the University.

5. If an investigation by the Honor Council Executive Committee or designee reveals that no member of the University had a suspicion of a self-referring student's act of academic dishonesty, then the student will not be charged with academic dishonesty, or left with a disciplinary record. Instead, the Student Honor Council will notify the Dean or a designee and the faculty member where the incident occurred. The Dean or designee shall then convene a conference between the student and the faculty member. The purpose of this conference will be to ensure that the self-referral provisions of this Code are followed, not to levy a sanction, or to create a disciplinary record. The Dean will notify the Student Honor Council in writing of the outcome of the conference.⁽¹⁾
6. In all cases where a student self-referral is accepted, the student will be required to successfully complete the non-credit integrity seminar offered by the Student Honor Council. Also, the student will have any grade for the academic exercise in question reduced one letter grade, or to an "F" or a zero, in the discretion of the faculty member involved.
7. If the Honor Council Executive Committee or designee determines that a suspicion of academic dishonesty existed at the time the student admitted the act, then the matter will be resolved in accordance with the procedures specified in this code for resolving academic dishonesty allegations. The student's admission may be considered a mitigating circumstance for purposes of sanctioning.

Procedures: Reporting and Informal Resolution

8. Any member of the University community who has witnessed an apparent act of academic dishonesty, or has information that reasonably leads to the conclusion that such an act has occurred or has been attempted, has the responsibility to inform the Honor Council promptly in writing.
9. If the Honor Council determines that a report of academic dishonesty is supported by reasonable cause⁽²⁾, the case shall be referred to the Dean of the College where the incident occurred.⁽³⁾ The Dean or designee, (who must not be the referring faculty member), will inform the accused student in writing of the charges, and shall offer him/her an opportunity for an informal meeting to review the case.⁽⁴⁾ The faculty of the course may be included in the meeting. The Dean or designee shall also provide the accused student with a copy of this Code, and a statement of procedural rights approved by the Honor Council⁽⁵⁾, which shall include the right of the student to request the presence of a member of the Honor Council at the informal meeting.
10. If the accused student has no prior record of academic dishonesty or serious disciplinary misconduct⁽⁶⁾, the Dean or designee and the student may reach an agreement concerning how the case should be resolved. The standard "XF" grade penalty will normally be imposed if it is agreed by the student that he/she committed an act of academic dishonesty. Any other sanction agreed upon by the student and the Dean or designee will constitute a recommendation to the Honor Council, and must be supported by a written statement signed by the student and the dean or designee. The written statement will be reviewed by the Honor Council⁽⁷⁾, which shall inform both the student and the Dean or designee of the sanction imposed.

Procedures: Resolution by an Honor Review

11. Cases not resolved in accordance with Part 10 of this Code shall result in an Honor Review.⁽⁸⁾ An Honor Review is conducted by an Honor Board. The Board is convened by the Student Honor Council. It will normally consist of six persons, five of whom will be voting members. Determinations of the Honor Board will be by a majority vote (three votes or more). Honor Boards are selected as follows:
 - (a) Three students selected by the Student Honor Council from among its members. In the event the student accused of academic dishonesty is a graduate student, then at least two of the student members shall be graduate students.
 - (b) Two faculty members selected in accordance with procedures established by the Vice President for Academic Affairs. In the event the student accused of academic dishonesty is a graduate student, then at least one of the persons selected shall be a regular member of the Graduate Faculty.
 - (c) The Honor Board shall have one non-voting member, who shall serve as the Presiding Officer. The Presiding Officer may be a student, faculty, or staff member of the University. The Presiding Officer will be selected by the Director of Judicial Programs.
12. If the Vice President for Academic Affairs determines that the Student Honor Council or an Honor Board cannot be convened within a reasonable period of time after an accusation is made, the Vice President or a designee may review the case. If there is reasonable cause to believe that an act of academic dishonesty has occurred or has been attempted, the Vice President or designee will

convene an ad hoc Honor Board by selecting and appointing two students and one faculty/staff member. Whenever possible, student members of ad hoc Honor Boards shall be members of the Student Honor Council. A non-voting presiding officer shall be appointed by the Director of Judicial Programs.

13. The Campus Advocate or a designee shall serve as the Complainant at an Honor Review. The principal responsibilities of the Complainant are:
 - (a) to prepare a formal Charge of Academic Dishonesty, and deliver it to the student and the Honor Board. The student will be deemed to have received such notice on the date of personal delivery, or if certified mail is used, on the date of delivery at the most recent address provided to the University by the student;
 - (b) to present the evidence and analysis upon which the Charge is based to the Honor Board during the Honor Review;
 - (c) to perform such other duties as may be requested by the Student Honor Council or the Honor Board.
14. The Charge of Academic Dishonesty serves to give a student a reasonable understanding of the act and circumstances to be considered by the Honor Board, thereby placing the student in a position to contribute in a meaningful way to the inquiry. It also serves to provide initial focus to that inquiry. It is not, however, a technical or legal document, and is not analogous to an indictment or other form of process. The charge may be modified as the discussion proceeds, as long as the accused student is accorded a reasonable opportunity to prepare a response.
15. The purpose of an Honor Review is to explore and investigate the incident giving rise to the appearance of academic dishonesty, and to reach an informed conclusion as to whether or not academic dishonesty occurred. In keeping with the ultimate premise and justification of academic life, the duty of all persons at an Honor Review is to assist in a thorough and honest exposition of all related facts.

The basic tenets of scholarship—full and willing disclosure, accuracy of statement, and intellectual integrity in hypothesis, in argument and in conclusion—must always take precedence over the temptation to gain a particular resolution of the case. An Honor Review is not in the character of a criminal or civil legal proceeding. It is not modeled on these adversarial systems; nor does it serve the same social functions. It is not a court or tribunal. Rather, it is an academic process unique to the community of scholars that comprise a university.
16. The role of the Presiding Officer is to exercise impartial control over the Honor Review in order to achieve an equitable, orderly, timely and efficient process. The Presiding Officer is authorized to make all decisions and rulings as are necessary and proper to achieve that end, including such decisions and rulings as pertain to scheduling and to the admissibility of evidence. If in the judgment of the Presiding Officer there is reasonable cause to question the impartiality of a board member, the Presiding Officer will so inform the Honor Council, which will reconstitute the board.
17. The Presiding Officer or designee will select the date, time and place for the Honor Review, and notify the student in writing a minimum of ten (10) days prior to the review.
18. The sequence of an Honor Review is necessarily controlled by the nature of the incident to be investigated and the character of the information to be examined. It thus lies within the judgment of the Presiding Officer to fashion the most reasonable approach. The following steps, however, have been found to be efficient, and are generally recommended:
 - (a) The Complainant, and then the student or the student's advocate, summarize the matter before the Honor Board, including any relevant information or arguments.
 - (b) The Complainant, and then the student, present and question persons having knowledge of the incident, and offer documents or other materials bearing on the case. The Complainant, the student and all members of the Honor Board may question any person giving testimony.
 - (c) The members of the Honor Board may ask the Complainant or the student any relevant questions. The members may also request any additional material or the appearance of other persons they deem appropriate.
 - (d) The Complainant, and then the student or the student's advocate, may make brief closing statements.
 - (e) The Honor Board meets privately to discuss the case, and reaches a finding by a majority vote.
 - (f) The Honor Board will not conclude that a student has attempted or engaged in an act of academic dishonesty unless, after considering all the information before it, a majority of members believe that such a conclusion is supported by clear and convincing evidence. If this is not the case, the Honor Board will dismiss the charge of academic dishonesty.

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- (g) If the Honor Board finds the student has engaged in an act of academic dishonesty, both the Complainant and the student or the student's advocate, may recommend an appropriate sanction. Pertinent documents and other material may be offered. The Honor Board then meets privately to reach a decision, which must be by a majority vote of its members.
 - (h) The Presiding Officer will provide the Complainant and the student with a written report of the Honor Board's determination.
19. Role of Advocate and Adviser:
- (a) The accused student may be assisted by an advocate, who must be a registered, degree-seeking student at the University. The role of the advocate will be limited to:
 - I. Making brief opening and closing statements, as well as comments on appropriate sanction.
 - II. Suggesting relevant questions which the Presiding Officer may direct to a witness.
 - III. Providing confidential advice to the student.
 - (b) The accused student may also be accompanied by an adviser, who may be an attorney. The role of the adviser during an Honor Review will be limited to providing confidential advice only to the accused student, not the advocate, provided such advice is given without interfering with or disrupting the Honor Review. Even if accompanied by an advocate and/or an adviser, the student must take an active and constructive role in the Honor Review. In particular, the student must fully cooperate with the Honor Board and respond to its inquiries without undue intrusion by an advocate or adviser. In consideration of the limited role of advocates and advisers, and of the compelling interest of the University to expeditiously conclude the matter, the work of an Honor Board will not, as a general practice, be delayed due to the unavailability of an advocate or an adviser.
 - (c) Honor Reviews may be tape recorded or transcribed. If a recording or transcription is not made, the decision of the Honor Board must include a summary of the testimony and shall be sufficiently detailed to permit review on appeal.
 - (d) Presence at an Honor Review lies within the judgment of the Presiding Officer. An Honor Review is a confidential investigation. It requires a deliberative and candid atmosphere, free from distraction. Accordingly, it is not open to the public or other "interested" persons. However, at the student's request, the Presiding Officer will permit a student's parents or spouse to observe and may permit a limited number of additional observers. The Presiding Officer may cause to be removed from the Honor Review any person who disrupts or impedes the investigation, or who fails to adhere to the rulings of the Presiding Officer. The Presiding Officer may direct that persons, other than the accused student or the Complainant, who are to be called upon to provide information, be excluded from the Honor Review except for that purpose. The members of the Honor Board may conduct private deliberations at such times and places as they deem proper.
 - (e) It is the responsibility of the person desiring the presence of a witness before an Honor Board to ensure that the witness appears. If necessary, a subpoena may be requested, in accordance with Part 32 (b) of the Code of Student Conduct⁽⁹⁾. Because experience has demonstrated that the actual appearance of an individual is of greater value than a written statement, the latter is discouraged and should not be used unless the individual cannot or reasonably should not be expected to appear. Any written statement must be dated, signed by the person making it, and witnessed by a University employee or by a person approved by the Director of Judicial Programs (e.g., a notary). The work of an Honor Board will not, as a general practice, be delayed due to the unavailability of a witness.
 - (f) An Honor Review is not a trial. Formal rules of evidence commonly associated with a civil or criminal trial may be counterproductive in an academic investigatory proceeding, and shall not be applied. The Presiding Officer will accept for consideration all matters which reasonable persons would accept as having probative value in the conduct of their affairs. Unduly repetitious, irrelevant, or personally abusive material should be excluded.
20. If the Honor Board finds that an attempt or act of academic dishonesty did occur, it shall impose an appropriate sanction. The normal sanction shall be a grade of "XF" in the course, but the Honor Board may impose a lesser or more severe sanction. Generally, acts involving advance planning, falsification of papers, conspiring with others, or some actual or potential harm to other students will merit a severe sanction, i.e. suspension or expulsion, even for a first offense. An attempt to commit an act shall be punished to the same extent as the consummated act.

Appeals

21. In cases where an Honor Board has determined the appropriate sanction to be less than suspension or expulsion, both the finding of responsibility and the sanction(s) of an Honor Board will be final, unless, within 15 business days after the Board's written decision is sent to the student, and the Dean of the college where the incident occurred, the student or the Dean or designee notifies the Honor Council in writing of the intention of filing an appeal. The student may appeal both the findings and the penalty. The Dean or designee may appeal the penalty only.
- A written brief supporting any appeal must be submitted in writing to the Student Honor Council Executive Committee within an additional ten business days. The Executive Committee or designee will provide the opposing party a reasonable opportunity to make a written response.
22. Any member of the Executive Committee who has taken part in an Honor Review that is the subject of an appeal is not eligible to hear the appeal. Substitute Executive Committee members may be selected from experienced Honor Council members, appointed in accordance with Honor Council bylaws.
23. Decisions of the Executive Committee will be by majority vote, based upon the record of the original proceeding and upon written briefs. De novo hearings shall not be conducted.
24. Deference shall be given by the Executive Committee to the determinations of Honor Boards.
- (a) sanctions may only be reduced if found to be grossly disproportionate to the offense. Likewise, upon an appeal by a Dean or designee, sanctions may be increased only if the original sanction is deemed to be grossly disproportionate to the offense.
 - (b) cases may be remanded to a new Honor Board if specified procedural errors or errors in interpretation of this Code were so substantial as to effectively deny the accused student a fair hearing, or if new and significant evidence became available that could not have been discovered by a diligent respondent before or during the original Honor Board hearing. On remand, no indication or record of the previous hearing will be introduced or provided to the members of the new Honor Board, except to impeach contradictory testimony, at the discretion of the presiding officer.
 - (c) Cases may be dismissed only if the finding is held to be arbitrary and capricious.
25. If an Honor Board determines to suspend or expel a student, then the student may submit a written appeal to the Campus Senate Adjunct Committee on Student Conduct, in accordance with procedures set forth in Parts 42-47 of the Code of Student Conduct.
26. Regardless of whether an appeal is filed, suspension requires approval by the Vice President for Student Affairs, and may be altered, deferred, or withheld. Expulsion requires approval by the President, and may be altered, deferred, or withheld.

The Grade of "XF"

27. The grade of "XF" is intended to denote a failure to accept and exhibit the fundamental value of academic honesty. The grade "XF" shall be recorded on the student's transcript with the notation "failure due to academic dishonesty". The grade "XF" shall be treated in the same way as an "F" for the purposes of Grade Point Average, course repeatability, and determination of academic standing.
28. No student with an "XF" on the student's transcript shall be permitted to represent the University in any extracurricular activity, or run for or hold office in any student organization which is allowed to use University facilities, or which receives University funds.
29. The student may file a written petition to the Student Honor Council to have the grade of "XF" removed and permanently replaced with the grade of "F". The decision to remove the grade of "XF" and replace it with an "F" shall rest in the discretion and judgment of a majority of a quorum of the Council; provided that:
- (a) at the time the petition is received, at least twelve months shall have elapsed since the grade of "XF" was imposed; and,
 - (b) at the time the petition is received, the student shall have successfully completed a non-credit seminar on academic integrity, as administered by the Office of Judicial Programs; or, for the person no longer enrolled at the University, an equivalent activity as determined by the Office of Judicial Programs; and,
 - (c) the Office of Judicial Programs certifies that to the best of its knowledge the student has not been found responsible for any other act of academic dishonesty or similar disciplinary offense at the University of Maryland or another institution.

30. Prior to deciding a petition, the Honor Council will review the record of the case and consult with the Director of Judicial Programs. Generally, the grade of "XF" ought not to be removed if awarded for an act of academic dishonesty requiring significant premeditation. If the "XF" grade is removed, records of the incident may be voided in accordance with Parts 47 and 48 of the Code of Student Conduct. The decision of the Honor Council shall not be subject to subsequent Honor Council review for four years, unless the Honor Council specifies an earlier date on which the petition may be reconsidered. Honor Council determinations pertaining to the removal of the "XF" grade penalty may be appealed to the Vice President for Academic Affairs. If the Vice President removes the grade of "XF" from the student's transcript, the Vice President shall provide written reasons to the Honor Council.

The Student Honor Council

31. There shall be a Student Honor Council. The Honor Council is composed of qualified graduate and undergraduate students in good academic standing, normally appointed in the Spring for the following academic year, and who may each be reappointed for additional one-year terms.⁽¹⁰⁾
32. The members of the Honor Council are appointed by a committee consisting of the Vice President for Academic Affairs, the Vice President for Student Affairs, the Chair of the Graduate Student Association, the President of the Student Government Association, and the Chair of the Honor Council.
33. All council members are subject to the training and conduct requirements of Parts 24 and 25 of the Code of Student Conduct.
34. The Student Honor Council has the following responsibilities and authority:
 - (a) To increase awareness throughout the campus of the importance of academic integrity.
 - (b) To develop bylaws subject to approval by the University for legal sufficiency and consistency with the requirements of this Code of Academic Integrity, and the Code of Student Conduct.
 - (c) To designate from its members students to serve as members of Honor Boards as specified in this Code.
 - (d) To consider petitions for the removal of the grade of "XF" from University records in accordance with Part 29 of this Code.
 - (e) To receive complaints or reports of academic dishonesty from any source.
 - (f) To assist in the design and teaching of the non-credit seminar on academic integrity and moral development, as determined by the Director of Judicial Programs.
 - (g) To advise and consult with faculty and administrative officers on matters pertaining to academic integrity at the University.
 - (h) To issue an annual report to the Campus Senate on academic integrity standards, policies, and procedures, including recommendations for appropriate changes.
35. The campus administration shall provide an appropriate facility, reserved for the primary use of the Honor Council, and suitable for the conduct of hearings. Clerical and secretarial assistance will also be provided.

Future Self Governance

36. Insofar as academic dishonesty is most immediately injurious to the student body, and because the student body is in a unique position to challenge and deter it, it is the intent of the University that ultimately this Code will evolve into one where the provisions are marked by complete student administration.
- In the Spring 1996 semester, the Campus Senate Adjunct Committee on Student Conduct shall conduct an open hearing to review the Code and its administration. Recommendations for change, as needed, shall be proposed in accordance with the rules of the Senate.

Terms

- AD HOC HONOR BOARD**—board consisting of two students and one faculty member appointed by the Vice President for Academic Affairs, and a Presiding Officer appointed by the Director of Judicial Programs.
- ACADEMIC DISHONESTY**—see Part 1 of this Code.
- CHARGE OF ACADEMIC DISHONESTY**—a formal description of the case being considered by the Honor Board.
- CLEAR AND CONVINCING EVIDENCE**—that evidence which results in reasonable certainty of the truth of the ultimate fact in controversy. It requires more than a preponderance of the evidence but less than proof beyond a reasonable doubt. Clear and convincing evidence will be shown where the truth of the facts asserted is highly probable.
- EXECUTIVE COMMITTEE**—a committee of Honor Council officers, selected in accordance with Honor Council bylaws.

HONOR BOARD—body appointed by the Student Honor Council to hear and resolve a case of academic dishonesty. The board consists of five voting members (three student members of the Honor Council and two faculty members).

HONOR REVIEW—the process leading to resolution of an academic dishonesty case.

COMPLAINANT—officer responsible for preparing the charge of academic dishonesty and presenting the case before the Honor Board. The Complainant must be a registered, degree-seeking student.

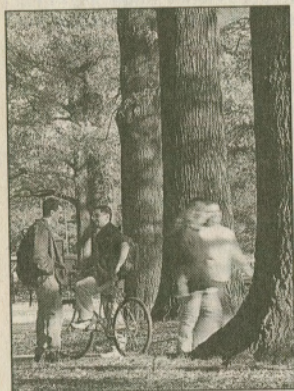
PRESIDING OFFICER—individual on the Honor Board responsible for directing proceedings during the Honor Review. The presiding officer is a non-voting member of the Honor Board selected by the Director of Judicial Programs.

STUDENT HONOR COUNCIL—students appointed by the Vice Presidents for Academic and Student Affairs, as well as by the President of the Student Government Association, the Chair of the Graduate Student Association, and the Chair of the Honor Council.

Footnotes

- [1] The Dean's notice shall be maintained in a file of self-referrals, but shall not be considered a disciplinary record.
- [2] Pertinent procedures for determining reasonable cause shall be set forth in the Honor Council bylaws.
- [3] Cases involving graduate students should be reported to the Dean of the Graduate School.
- [4] It is recommended that the meeting be held within ten business days after receipt of the Honor Council report by the Dean.
- [5] The statement shall include a reference to the right to be represented by an advocate, as specified in Part 18(a) of this code.
- [6] In every case the Dean or designee shall check with the Office of Judicial Programs to determine if a prior record exists.
- [7] The term "Honor Council," used throughout the Code, permits reliance upon Honor Council committees, appointed in accordance with Council bylaws.
- [8] Statements made by the parties in informal settlement discussions shall not be considered by the Honor Council. However, a student who provides false information to the Dean or designee or the Honor Council may be charged with a violation of the University Code of Student Conduct.
- [9] Before issuing a subpoena, the Director of Judicial Programs may require that a party requesting the subpoena make a reasonable effort to secure voluntary compliance by a potential witness.
- [10] The screening committee shall try to create a broadly based Honor Council that reflects the diversity of the campus, and is of sufficient size to resolve cases as promptly as possible.

The determination whether an Honor Council applicant is "qualified" rests within the discretion of the selection committee, provided that no uniform grade point "cutoff" is applied. A history of disciplinary or felonious misconduct may be sufficient grounds to disqualify any candidate.



CHAPTER 5

GENERAL EDUCATION REQUIREMENTS

CORE LIBERAL ARTS AND SCIENCES STUDIES PROGRAM (CORE) General Education Program and Requirements

Office of the Dean for Undergraduate Studies
2130 Mitchell Building, (301) 405-9359
<http://www.inform.umd.edu/GenEd>

A strong liberal education is critical for the development of effective leaders for the 21st century.
—Robert L. Hampton,
Associate Provost and Dean for Undergraduate Studies
University of Maryland

To earn a baccalaureate at the University of Maryland all students complete both a major course of study and a campus-wide general education program.

The Purpose of General Education

Participation in a democratic society requires more than the central instruction provided by one major field of study. In our world of rapid economic, social, and technological change, a strong and broadly-based education is essential.

General education helps students achieve the intellectual integration and awareness they need to meet challenges in their personal, social, political, and professional lives. General education courses introduce the great ideas and controversies in human thought and experience. These courses provide the breadth, perspective, and rigor that allow Maryland graduates to claim to be “educated people.”

Most Americans change their careers three times during their lifetime. A solid general education provides a strong foundation for the life-long learning that makes career-change goals attainable.

General Education at UMCP = CORE Liberal Arts and Sciences Studies

- **CORE** makes up about one-third of your undergraduate courses.
- **CORE** helps you choose or change your major and the shape of your whole life by introducing you to new ways of viewing yourself and the world around you.
- **CORE** offers one of the best opportunities you will ever have to explore different fields of study.

Get the Most Out of CORE

- **PLAN** ahead and see an academic adviser regularly.
- **INVEST** in yourself; select CORE courses that will add to your understanding and appreciation of social, cultural, national, and international issues in the years ahead.
- **EXPLORE** the wide range of opportunities offered by the university as well as the speakers, events, theaters, museums, galleries, libraries, and many more general education resources outside the classroom.

The Core Liberal Arts and Sciences Studies Program (CORE) has been the required general education program at UMCP since Fall 1990. (See “Who Completes CORE.”)

CORE Liberal Arts and Sciences Studies Program

The **CORE** Program strategically builds a sound skill and knowledge base over the student's years of baccalaureate study and represents approximately one-third of the total academic work completed for graduation.

At Maryland, the **CORE** Program has four major components:

FUNDAMENTAL STUDIES build competence and confidence in basic writing and mathematics. Mastery of these basics greatly enhances success both during and after college. Students begin fulfilling Fundamental Studies requirements in their first year at the university.

DISTRIBUTIVE STUDIES introduce broad areas of learning in many disciplines. Through these courses, students explore different kinds of knowledge and the very nature of scholarship in the humanities, arts, natural sciences, mathematics, social sciences, and history. Students generally pursue Distributive Studies in the first two years of their course work.

ADVANCED STUDIES allow students to enhance their degree and strengthen their critical thinking and writing skills by taking two upper-level courses outside their major after 56 credits. Students may substitute an approved CORE Capstone course in their major (after 86 credits) or a senior or honors thesis for one of these two courses.

HUMAN CULTURAL DIVERSITY encourages all members of our diverse undergraduate community to learn about attitudes and cultures different from their own. Students may complete the Cultural Diversity requirement at any time before graduation.

CORE Program Outline

Courses used to fulfill CORE Fundamental and Distributive Studies Requirements:

- MUST be selected from the approved CORE course lists.
- MAY also be used to satisfy college, major, and/or supporting area requirements if the courses also appear on CORE Fundamental or Distributive Studies lists.
- MAY NOT be taken on a Pass-Fail basis.

I. CORE Fundamental Studies

Three Courses (9 credits) Required

1. One course in Introduction to Writing (Must be attempted within the first 30 credits; must be passed within the first 60 credits.)

Approved CORE Introduction to Writing Courses:

(Select the appropriate course based on requirements listed.)

- ENGL 101 Introduction to Writing
 ENGL 101A Introduction to Writing (Must be taken if student has TSWE [SAT verbal subtest] score below 33)
 ENGL 101H Introduction to Writing (Honors Students)
 ENGL 101X Introduction to Writing (Students for whom English is a second language may register for ENGL 101X instead of ENGL 101. To register for ENGL 101X, a student must present one of the following:
 (1) 33 or below on the TSWE, **OR**
 (2) 575 or above on the TOEFL (with no sectional score lower than 50), **OR**
 (3) 230 or above on the Maryland English Institute Program (MEIP) Exam (with a Listening score above 70, a Grammar score above 70, and a Reading score above 60), **OR**
 (4) successful completion of the MEI's semi-intensive course in English.

Note: Based on scores from either the TOEFL or MEIP, students may be required to complete a program of English language instruction for non-native speakers through the MEI before being allowed to register for ENGL 101X.

Exemptions from Introduction to Writing requirement:

- AP English Language and Composition test score of 4 or 5, **OR**
- SAT verbal score 670 or above. (In April 1995, the Educational Testing Service recentered the scores on the SAT. Students whose test scores are from before April 1995 must have received a score of 600 or above to be exempt from Freshman Writing. This recentering does not reflect a raising of the requirement for exemption, but a change in the scoring system used by ETS.)

2. One course in Mathematics (Must be attempted within the first 30 credits; must be passed within the first 60 credits.)

Approved CORE Fundamental Studies Mathematics Courses:

- MATH 110 Elementary Mathematical Models; **OR**
 MATH 113 College Algebra with Applications; **OR**
 MATH 115 Pre-calculus; **OR**

Any 100- or 200-level MATH or STAT course except MATH 210 and MATH 211

Exemptions from Mathematics requirement:

- SAT math score of 600 or above; **OR**
- College Board Achievement Test in Mathematics, Level I or II score of 600 or above; **OR**
- AP score of 3 or above in Calculus AB or BC; **OR**
- CLEP General Mathematics Exam, score of 560 or higher; or CLEP Calculus/Elementary Functions Exam, score of 47 or higher; or any other CLEP Mathematics Subject Exam, score of 60 or higher.

3. One course in Professional Writing (Taken after reaching junior standing [at least 56 credits].)

Approved CORE Professional Writing Courses:

(Select the appropriate course based on requirements or interests listed.)

- ENGL 391 Advanced Composition
 ENGL 391H Advanced Composition (Honors Students)
 ENGL 391X Advanced Composition (English as a Second Language)
 ENGL 392 Advanced Composition (Pre-Law)
 ENGL 393 Technical Writing
 ENGL 393H Technical Writing (Honors Students)
 ENGL 393X Technical Writing (English as a Second Language)
 ENGL 394 Business Writing
 ENGL 395 Technical Writing (Pre-Med and Health careers)

Exemption from Professional Writing Requirement:

- Grade of "A" in ENGL 101 (NOT ENGL 101A or ENGL 101X), except for students majoring in Engineering. All Engineering majors must take ENGL 393.

Note: No exemption from the Professional Writing requirement will be granted for achievement on SAT verbal exam. Professional Writing courses cannot be used to fulfill Advanced Studies requirements.

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II. CORE Distributive Studies Requirements

Nine Courses (28 credits) Required

See lists of approved CORE courses in *Schedule of Classes*.

1. Humanities and the Arts—three courses required:

- One course from **Literature** list, and
- One course from **History or Theory of the Arts** list, and
- One more course from **Literature**, OR **History or Theory of the Arts**, OR **Humanities** lists

Note: There is no specific requirement for a course from the Humanities list.

2. Mathematics and the Sciences—three courses required:

- Up to two courses from **Physical Sciences** list, and
- Up to two courses from **Life Sciences** list, and
- Up to one course from **Mathematics/Formal Reasoning** list

Notes: One course **MUST** include or be accompanied by a lab taken in the same semester. More than one lab course may be taken. Courses must be taken from at least two of the three lists. There is no specific requirement for a course from the Mathematics and Formal Reasoning list.

3. Social Sciences and History—three courses required:

- One course from **Social or Political History** list, and
- Two courses from **Behavioral and Social Sciences** list

It is not enough to offer a smorgasbord of courses. We must insure that students are not just eating at one end of the table.

—A. Bartlett Giamatti

III. CORE Advanced Studies

Two Courses (6 credits) Required

The CORE Advanced Studies requirement allows you to choose your two Advanced Studies courses from a wide range of upper-level offerings outside your major. Please select courses that make sense in terms of your educational goals and interests, that increase your knowledge, and that strengthen your critical thinking and writing skills. Consult with faculty and contact your adviser for assistance in planning. A list of recommended courses is available from 2130 Mitchell Building, (301) 405-9359.

CORE Advanced Studies Requirement: Two upper-level (300- or 400-level) courses outside the major taken after 56 credits. Students may substitute a CORE-approved senior capstone course in their major taken after 86 credits, or a senior or honors thesis for **one** of the two required Advanced Studies courses. The other course **must** be outside the major. Students completing double majors or double degrees will have fulfilled the campus Advanced Studies requirement, unless their primary major or college has additional requirements.

The following may not be used to fulfill Advanced Studies requirements:

- Professional Writing courses (courses that meet the Fundamental Studies upper-level writing requirement);
- courses used to meet Distributive Studies requirements;
- internships, practica, or other experiential learning types of courses;
- courses taken on a pass/fail basis.

One independent studies course (minimum of three credits, outside the major) may be used toward Advanced Studies requirements as long as it is consistent with the rules above **and** the faculty member supervising the independent study agrees that it is appropriate for Advanced Studies.

If you have questions about the requirements, call the Office of Undergraduate Studies at (301) 405-9359.

Notes: CORE Capstone courses must be taken within the major and after reaching senior standing (86 credits). A senior thesis (minimum of 3 credits) or successful completion and defense of an honors thesis in either the General Honors or a Departmental Honors Program (minimum of 3 credits) counts as CORE Capstone credit.

IV. CORE Human Cultural Diversity

One Course (3 credits) Required

See list of approved CORE Diversity courses in *Schedule of Classes*.

Cultural Diversity courses focus primarily on: (a) the history, status, treatment, or accomplishment of women or minority groups and subcultures; (b) non-Western culture, or (c) concepts and implications of diversity.

Note: A number of CORE Human Cultural Diversity courses also satisfy CORE Distributive Studies, Advanced Studies, or a college, major, and/or supporting area requirement.

...All life is interrelated, whatever affects one of us, affects all.
—Martin Luther King, Jr.

For complete CORE course lists and more information consult:

- **Schedule of Classes**, revised each semester.
<http://www.testudo.umd.edu/ScheduleOfClasses.html>

- **Inform** on-line information system updated regularly. (Access through student Workstations at Maryland [WAM] account. Campus visitors may use terminals in the Stamp Student Union and at other locations.) If you have access to the World Wide Web, the address for the CORE Liberal Arts and Sciences Studies Program (which includes current CORE approved course lists) is: <http://www.inform.umd.edu/GenEd>

- **CORE 101: A Student Guide to the CORE Program**, available from your college advising office, Undergraduate Studies (2130 Mitchell Building), or on reserve at the Reserve Desk, Ground Floor, Hornbake Library.

Who Completes CORE?

The CORE Program must be completed by all students who entered the University of Maryland, College Park, in May 1990 and thereafter who have earned eight or fewer credits from the University of Maryland, College Park, or any other college. Students who entered the university with nine or more credits earned before May 1990 from the University of Maryland, College Park, or any other college may complete their general education requirements under the University Studies Program (USP), subject to certain limitations. (See USP and "Statute of Limitations..." section below.) Advanced Placement (AP) and other examination-based credits will **not** be considered in these determinations.

University Studies Program (USP)

For detailed information about USP requirements, see undergraduate catalogs dated 1992 or earlier, or contact the CORE program at 2130 Mitchell Building, (301) 405-9359. Information on USP is also contained on the Inform system at: <http://www.inform.umd.edu/GenEd/usp.html>.

NOTE: Students who graduate under USP requirements August 1994 and thereafter must fulfill the Advanced Studies requirements described in the Fall 1994 and subsequent catalogs. (See CORE Advanced Studies section above.)

Maryland Public Community College Students

For the purpose of determining which general education program is required (CORE or USP), students transferring to the University of Maryland from Maryland public community colleges shall be treated as if their registration dates were concurrent with enrollment at this university.

Statute of Limitations for Previous General Education Programs at UMCP (GEP, GUR, USP)

Undergraduate students who returned to the university after August 1987 no longer have the option of completing general education requirements under the older General Education Program (GEP) or the General University Requirements (GUR). Thereafter, following any substantive change in general education requirements (like the change in Fall 1990 from USP to CORE), undergraduate students returning or transferring to College Park after a separation of five continuous years must follow the requirements in effect at the time of re-entry. An exception may be granted to those students who at the time of separation had completed 60 percent of the general education requirements then in effect.

Approved Courses for the CORE Program

About the lists:

Please refer to the program description above for the requirements in each CORE Category.

1. These lists were current as of 1/24/00. Some additional courses may have been approved and some may have been deleted since that date. Please check the current Schedule of Classes and the online resources for the most current information on approved CORE courses being offered during a particular semester. A selection of the approved courses is offered each semester.

CORE Online <http://www.inform.umd.edu/GenEd/>
Schedule of Classes <http://www.testudo.umd.edu/ScheduleOfClasses.html>

2. Some courses are approved for CORE for one semester only. This list, which offers special opportunities, changes each semester. It is listed in the current Schedule of Classes for the particular semester, however, these courses are often added after the Schedule goes to press so the online resources are the best reference for these special courses.
3. Course numbers and titles change from time to time. The online CORE and scheduling resources (see note 1. above for site addresses) will have the most current information on any changes.
4. Course numbers and titles change from time to time. The online CORE and scheduling resources (see note 1. above for site addresses) will have the most current information on any changes.
5. In a particular semester, courses may be cross-listed or shared by more than one department and may appear under more than one course number. If cross-listed or shared courses are approved for CORE, this information will be available in the online listings. Frequent instances include courses in AASP, AMST, CMLT, and WMST.
6. Honors (HONR) courses are not included in the lists. For information about HONR courses that are approved for CORE, please refer to the online resources noted above. Other resources include the current "The University Honors Program Information and Course Description Booklet" and the University Honors Program website: <http://www.inform.umd.edu/HONR/>
7. For information about CORE Fundamental Studies courses, please see the Fundamental Studies section above.

CORE Distributive Studies

In the following CORE Distributive Studies list, courses noted "(D)" also meet the CORE Diversity Requirement.

Humanities and the Arts Literature (CORE CODE: HL):

CHIN 213	Chinese Poetry into English: An Introduction (D)
CLAS 100	Classical Foundations
CLAS 170	Greek and Roman Mythology
CLAS 270	Greek Literature in Translation
CLAS 271	Roman Literature in Translation
CMLT 235	Introduction to Literatures of the African Diaspora (also as ENGL 235) (D)
CMLT 270	Global Literature and Social Change (D)
CMLT 275	World Literature by Women (also as WMST 275) (D)
CMLT 277	Literatures of the Americas (D)
ENGL 201	Western World Literature: Homer to the Renaissance
ENGL 202	Western World Literature: Renaissance to the Present
ENGL 205	Introduction to Shakespeare
ENGL 211	English Literature from Beginnings to 1800
ENGL 212	English Literature from 1800 to the Present
ENGL 221	American Literature: Beginning to 1865
ENGL 222	American Literature: 1865 to the Present
ENGL 234	Introduction to African-American Literature (D)
ENGL 235	Introduction to the Literature of the African Diaspora (also as CMLT 235) (D)
ENGL 240	Introduction to Fiction, Poetry and Drama
ENGL 241	Introduction to the Novel
ENGL 242	Introduction to Non-Fiction Prose
ENGL 243	Introduction to Poetry
ENGL 244	Introduction to Drama
ENGL 250	Introduction to Literature by Women (also as WMST 255) (D)
ENGL 262	The Hebrew Bible: Narrative (also as JWST 262)
ENGL 263	The Hebrew Bible: Poetry and Rhetoric (also as JWST 263)
ENGL 277	Mythologies: An Introduction
ENGL 278C	Love, Adventure, and Identity in Early English Literature
ENGL 278S	The American Short Story in Its World Context

FREN 240	Masterworks of French Literature in Translation
FREN 241	Women Writers of French Expression in Translation (also as WMST 241) (D)
FREN 242	Black Writers of French Expression in Translation (D)
FREN 250	Readings in French
GERM 281	Women in German Literature and Society (also as WMST 281) (D)
GERM 282	Germanic Mythology
GERM 283	Viking Culture and Civilization (formerly GERM 383)
GERM 284	Germanic Chivalric Culture (formerly GERM 384)
GERM 285	German Film and Literature
GERM 286	Ancient Indic Culture and Civilization (formerly GERM 371)
GERM 287	Ancient Celtic Culture and Civilization (formerly GERM 372)
ITAL 241	Modern Women Writers in Translation
ITAL 251	Introduction to Italian Literature
JWST 164	Reading the Bible: An Introduction to Critical Methods
JWST 171	Modern Jewish Experience Through Literature (D)
JWST 262	The Hebrew Bible: Narrative (also as ENGL 262)
JWST 263	The Hebrew Bible: Poetry and Rhetoric (also as ENGL 263)
JWST 272	Jewish Literature in Translation (formerly HEBR 231)
PORT 228A	Latin American Literature and Society: An Interdisciplinary Approach to the Amazon Ecosystem (also as SPAN 228A) (D)
RUSS 221	Masterworks of Russian Literature I
RUSS 222	Masterworks of Russian Literature II
SPAN 221	Introduction to Literature
SPAN 222	Cultural Difference in Contemporary Latin American Culture (D)
SPAN 224	Violence and Resistance in the Americas (D)
SPAN 228A	Latin American Literature and Society: An Interdisciplinary Approach to the Amazon Ecosystem (also as PORT 228A) (D)
WMST 241	Women Writers of French Expression in Translation (also as FREN 241) (D)
WMST 255	Introduction to Literature by Women (also as ENGL 250) (D)
WMST 275	World Literature by Women (also as CMLT 275) (D)
WMST 281	Women in German Literature and Society (also as GERM 281) (D)

Humanities and the Arts

The History or Theory of the Arts (CORE CODE: HA):

AMST 205	Material Aspects of American Life
ARCH 170	Introduction to the Built Environment
ARCH 223	History of Non-Western Architecture (D)
ARHU 298L	The Creative Process in Dance (D)
ARTH 100	Introduction to Art
ARTH 200	Art of the Western World to 1300
ARTH 201	Art of the Western World after 1300
ARTH 250	Art and Archeology of Ancient America (D)
ARTH 275	Art and Archaeology of Africa (D)
ARTH 290	Art of Asia (D)
ARTT 150	Introduction to Art Theory
CMLT 214	Film, Form, and Culture
CMLT 280	Film Art in a Global Society (D)
DANC 200	Introduction to Dance (D)
ENGL 245	Film and the Narrative Tradition
MUET 200	World Popular Musics and Gender (formerly: MUSC 248C)(D)
MUET 210	The Impact of Music on Life (formerly: MUSC 210) (D)
MUET 220	Musics of the World (formerly: MUSC 248A) (D)
MUSC 130	Survey of Music Literature
MUSC 140	Music Fundamentals I
MUSC 205	History of Rock Music, 1950 - Present
THET 110	Introduction to the Theatre
THET 195	Gender and Performance (D)
THET 240	African Americans in Film and Theatre (D)
THET 290	American Theatre 1750-1890
THET 291	American Theatre 1890-Present
THET 293	Black Theatre and Performance I (D)
THET 294	Black Theatre and Performance II (D)
UNIV 118A	Topics in Creativity: The Creative Drive
WMST 250	Introduction to Women's Studies: Women, Art, and Culture (D)

Humanities and the Arts

Humanities (CORE CODE: HO):

AASP 200	African Civilization
AMST 201	Introduction to American Studies
AMST 203	Popular Culture in America
AMST 204	Film and American Culture Studies
AMST 211	Technology and American Culture
ARHU 298A	Medieval and Renaissance Humanism, Humanists, and Their World
CHIN 202	Intermediate Written Chinese I
CHIN 204	Intermediate Written Chinese II
CHIN 205	Intermediate Chinese - Accelerated Track

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CMLT 291	International Perspectives on Lesbian and Gay Studies (D)
EDPL 210	Historical and Philosophical Perspectives on Education (formerly EDPA)
ENGL 280	Introduction to the English Language
ENGL 282	Introduction to Rhetorical Theory
FREN 202	Honors Intermediate French (taught in French)
FREN 203	Intermediate French
FREN 204	Review Grammar
GERM 201	Intermediate German I
GERM 202	Intermediate German II
GERM 280	German-American Cultural Contrast
HIST 110	The Ancient World
HIST 112	The Rise of the West: 1500-1789
ITAL 122	Accelerated Italian II
ITAL 203	Intermediate Italian
ITAL 204	Review Grammar and Composition
ITAL 261	Cuisine, Culture, and Society in Italy Yesterday and Today (Taught in Italian)
ITAL 271	The Italian-American Experience
JWST 219A	The World of the Dead Sea Scrolls (formerly 128A)
JWST 250	Fundamental Concepts of Judaism (also as PHIL 234)
KORA 212	Reading for Speakers of Korean II
LARC 160	Introduction to Landscape Architecture
LASC 234	Issues in Latin American Studies I (D) (also as PORT 234 and SPAN 234)
LASC 235	Issues in Latin American Studies II (D) (also as PORT 235 and SPAN 235)
LATN 201	Intermediate Latin
LING 210	Structure of American Sign Language (D)
LING 240	Language and Mind
PHIL 100	Introduction to Philosophy
PHIL 101	The Structure of Knowledge
PHIL 102	Truth and Reality
PHIL 103	Self and Identity
PHIL 105	God and Cosmos
PHIL 110	Plato's Republic
PHIL 140	Contemporary Moral Issues
PHIL 201	Issues in the Philosophy of Life
PHIL 209E	Existentialism
PHIL 234	Fundamental Concepts of Judaism (also as JWST 250)
PHIL 245	Political and Social Philosophy I
PHIL 250	Philosophy of Science I
PHIL 256	Philosophy of Biology I
PORT 223	Portuguese Culture (in English)
PORT 224	Brazilian Culture (in English) (D)
PORT 234	Issues in Latin American Studies I (also as LASC 234 and SPAN 234) (D)
PORT 235	Issues in Latin American Studies II (also as LASC 235 and SPAN 235) (D)
RUSS 201	Intermediate Russian I
RUSS 202	Intermediate Russian II
RUSS 281	19th Century Russian Culture
RUSS 282	Contemporary Russian Culture (D)
SPAN 125	Spanish Civilizations: From Kingdoms to Nationalities
SPAN 201	Intermediate Spanish
SPAN 202	Intermediate Grammar and Composition
SPAN 223	U.S. Latino Culture (D)
SPAN 234	Issues in Latin American Studies I (also as LASC 234 and PORT 234) (D)
SPAN 235	Issues in Latin American Studies II (also as LASC 235 and PORT 235) (D)

Mathematics and the Sciences, the Lab Courses

Physical Sciences Lab (CORE CODE: PL):

ASTR 100/111	Introduction to Astronomy and Observational Astronomy Laboratory (BOTH COURSES MUST BE TAKEN IN THE SAME SEMESTER)
ASTR 101	General Astronomy
ASTR 121	Introductory Astrophysics II - Stars and Beyond
CHEM 102	Chemistry of Our Environment
CHEM 103	General Chemistry I
CHEM 113	General Chemistry II
CHEM 121/122	Chemistry in the Modern World and Laboratory (BOTH COURSES MUST BE TAKEN IN THE SAME SEMESTER)

GEOG 201/211	Geography of Environmental Systems and Laboratory (BOTH COURSES MUST BE TAKEN IN THE SAME SEMESTER)
GEOL 100/110	Physical Geology and Laboratory (BOTH COURSES MUST BE TAKEN IN THE SAME SEMESTER)
GEOL 103	Water, Earth, and Humans
GEOL 105	Geology of Maryland
GEOL 107	Natural Hazards
METO 200/201	Weather and Climate and Laboratory (BOTH COURSES MUST BE TAKEN IN THE SAME SEMESTER)
PHYS 102/103	Physics of Music and Laboratory (BOTH COURSES MUST BE TAKEN IN THE SAME SEMESTER)
PHYS 106/107	Light, Perception, Photography and Visual Phenomena and Laboratory (BOTH COURSES MUST BE TAKEN IN THE SAME SEMESTER)
PHYS 115	Inquiry into Physics
PHYS 117	Introduction to Physics
PHYS 121	Fundamentals of Physics I
PHYS 122	Fundamentals of Physics II
PHYS 141	Principles of Physics
PHYS 142	Principles of Physics
PHYS 262	General Physics: Vibrations, Waves, Heat, Electricity, and Magnetism
PHYS 263	General Physics: Electrodynamics, Light, Relativity, and Mod. Physics
PHYS 272/275	Introductory Physics: Vibration, Waves, Heat, Fluids, Optics, and Light / Experimental Physics I: Mechanics & Thermodynamics (BOTH COURSES MUST BE TAKEN IN THE SAME SEMESTER)

Mathematics and the Sciences, the Lab Courses

Life Sciences Lab (CORE CODE: LL):

AGRO 101	Introductory Crop Science
ANTH 220	Introduction to Biological Anthropology (D)
BSCI 103	The World of Biology (formerly BIOL)
BSCI 105	Principles of Biology I (formerly BIOL)
BSCI 106	Principles of Biology II (formerly BIOL)
BSCI 122	Microbes and Society (formerly MICB 100)
BSCI 124/125	Plant Biology for Non-Science Students and Laboratory (formerly PBIO 100/101)
(Both courses must be taken in the same semester)	
BSCI 201	Human Anatomy and Physiology I (formerly ZOOL)
BSCI 223	General Microbiology (formerly MICB 200)
BSCI 224	Animal Diversity (formerly ZOOL 210)
BSCI 227	Principles of Entomology (formerly ENTM 205)
CHEM 104	Fundamentals of Organic and Biochemistry
HORT 100	Introduction to Horticulture
NRSC 200	Fundamentals of Soil Science (formerly AGRO 202)

Mathematics and the Sciences, the Lab Courses

Math or Formal Reasoning Lab (CORE CODE: ML):

NONE

Mathematics and the Sciences, the Lab Courses

Physical Sciences Non-Lab (CORE CODE: PS):

ASTR 100	Introduction to Astronomy (only if taken Fall 1993 or later)
ASTR 120	Introductory Astrophysics - Solar System
ASTR 200	Introductory Astronomy and Astrophysics
ASTR 220	Collisions in Space
BSCI 123	Causes and Implications of Global Change (formerly PBIO) (also as GEOG/GEOL/METO 123)
CHEM 121	Chemistry in the Modern World
ENES 100	Introduction to Engineering Design

ENES 105	How Things Work - Basic Technological Literacy
ENSP 101	Introduction to Environmental Science
GEMS 101	Technological Innovation: An Historical Perspective (Students may count this course in one of two areas: SH or PS, but not both)
GEOG 123	Causes and Implications of Global Change * (also as GEOL/METO/BSCI 123)
GEOG 140	Coastal Environments
GEOL 104	Dinosaurs: A Natural History
GEOL 120	Environmental Geology
GEOL 123	Causes and Implications of Global Change (also as GEOG/METO/BSCI 123)
GEOL 212	Planetary Geology
METO 123	Causes and Implications of Global Change (also as GEOG/GEOL/BSCI 123)
METO 200	Weather and Climate
PHYS 101	Contemporary Physics
PHYS 104	How Things Work : Scientific Foundations
PHYS 111	Physics in the Modern World
PHYS 112	Physics in the Modern World
PHYS 161	General Physics: Mechanics and Particle Dynamics
PHYS 171	Introductory Physics: Mechanics and Relativity
UNIV 138A	Technology and the Environment: To Stem the Flow: The Nile, Technology, Politics and the Environment (This course may be counted for CORE in only ONE of these three areas: LS, PS, or SH)

Mathematics and the Sciences, the Non-Lab Courses

Life Sciences Non-Lab (CORE CODE: LS):

AGRO 105	Soil and Environmental Quality
BSCI 120	Insects (formerly ENTM 100)
BSCI 205	Environmental Science (formerly PBIO 235)
BSCI 206	Chesapeake: A Living Resource (formerly PBIO 255)
HESP 108W	Left Brain, Right Brain
KNES 260	Science of Physical Activity and Cardiovascular Health
NFSC 100	Elements of Nutrition
UNIV 138A	Technology and the Environment: To Stem the Flow: The Nile, Technology, Politics and the Environment (This course may be counted for CORE in only ONE of these three areas: LS, PS, or SH)

Mathematics and the Sciences, the Non-Lab Courses

Math or Formal Reasoning Non-Lab (CORE CODE: MS):

CMSC 250	Introduction to Discrete Structures (formerly 150)
GEOG 170	Maps and Map Use
MATH 111	Introduction to Probability
MATH 140	Calculus I
MATH 141	Calculus II
MATH 220	Elementary Calculus I
MATH 221	Elementary Calculus II
PHIL 170	Introduction to Logic
PHIL 209P	Philosophy and Computers
PHIL 271	Symbolic Logic I
STAT 100	Elementary Statistics and Probability

Social Sciences and History Social or Political History (CORE CODE: SH):

AASP 100	Introduction to Afro-American Studies (D)
AASP 109P	Urban Black America: Politics and Protest (D)
AASP 202	Black Culture in the United States (D)
AASP 298C	African Civilizations to 1800 (also as HIST 122) (D)
ARHU 298K	The History of the Book: Authorship, Reading, and Publishing from clay tablet to Hypertext
ENGL 260	Introduction to Folklore

GEMS 101	Technological Innovation: An Historical Perspective (Students may count this course in one of two areas: SH or PS, but not both)	AREC 250	Elements of Agricultural and Resource Economics	NRMT 470	Natural Resources Management
HIST 106	American Jewish Experience (also as JWST 141)	CCJS 100	Introduction to Criminal Justice	PHYS 428	Physics Capstone Research
HIST 111	The Medieval World	CCJS 105	Introduction to Criminology	CORE Human Cultural Diversity (CORE CODE: D):	
HIST 113	Modern Europe: 1789 - Present	CPSP 123	Issues in Environmental Studies	Please refer to the program descriptions above for the Diversity Requirements.	
HIST 120	Islamic Civilization (D)	CPSP 124	Issues in International Studies	In the following CORE Diversity list, courses noted "*" also meet CORE Distributive Studies requirements. Diversity courses that are also approved for CORE Distributive Studies may be double counted.	
HIST 122	African Civilizations to 1800 (also as AASP 298C) (D)	CPSP 126	Issues in Public Leadership	CORE Diversity Courses Recommended for Freshmen and Sophomores	
HIST 123	Sub-Saharan Africa since 1800 (D)	CPSP 227	Science, Technology, and Society	AASP 100	Intro. to Afro-American Studies*
HIST 126	Jewish Civilization (also as JWST 121)	ECON 105	Economics of Social Problems	AASP 109P	Urban Black America: Politics and Protest*
HIST 156	History of the United States to 1865	ECON 200	Principles of Micro-Economics (Formerly ECON 203)	AASP 202	Black Culture in the United States*
HIST 157	History of the United States since 1865	ECON 201	Principles of Macro-Economics	AASP 298B	Special Topics in Afro-American Studies: Black and Asian Relations
HIST 174	Introduction to the History of Science	EDHD 230	Human Development and Societal Institutions (D)	AASP 298C	African Civilizations to 1800* (also as HIST 122)
HIST 175	Science and Technology in Western Civilization	GEMS 201	Technological Innovation: Industrial and Organizational Psychology	AMST 207	Contemporary American Culture*
HIST 210	Women in America to 1880 (also as WMST 210) (D)	GEOG 100	Introduction to Geography	AMST 212	Diversity in American Culture
HIST 211	Women in America since 1880 (also as WMST 211) (D)	GEOG 130	Developing Countries (D)	AMST 298C	Asian American Experience
HIST 212	Women in Western Europe, 1750 - Present (also as WMST 212) (D)	GEOG 202	The World in Cultural Perspective	ANTH 220	Introduction to Biological Anthropology*
HIST 219C	US-East Asian Cultural Relations (D)	GVPT 100	Principles of Government and Politics	ANTH 240	Introduction to Archaeology*
HIST 219X	Women, Crime, and the Law in England (also as WMST 298X) (D)	GVPT 170	American Government	ANTH 260	Introduction to Sociocultural Anthropology and Linguistics*
HIST 234	History of Britain to 1485	GVPT 200	International Political Relations	ANTH 262	Culture and Environment*
HIST 235	History of Britain 1461-1714	GVPT 250	Introduction to International Negotiation (D)	ARCH 223	History of Non-Western Architecture*
HIST 236	History of Britain 1688 to Present	HESP 120	Introduction to Linguistics	ARHU 298L	The Creative Process in Dance*
HIST 237	Russian Civilization (D)	JOUR 150	Introduction to Mass Communication	ARTH 250	Art and Archeology of Ancient America*
HIST 250	Latin-American History I (D)	LING 200	Introductory Linguistics	ARTH 275	Art of Africa*
HIST 251	Latin-American History II (D)	PHIL 280	Introduction to Cognitive Studies	ARTH 290	Art of Asia*
HIST 260	The North Atlantic World: 1550-1800	PSYC 100	Introduction to Psychology	CHIN 213	Chinese Poetry into English: An Introduction*
HIST 266	The United States and World Affairs	SOCY 100	Introduction to Sociology	CMLT 235	Intro. to Literatures of the African Diaspora* (also as ENGL 235)
HIST 275	Law and Constitutionalism in American History	SOCY 105	Introduction to Contemporary Social Problems	CMLT 270	Global Literature and Social Change*
HIST 281	Introduction to the Rabbinic Movement (also as JWST 230) (D)	SOCY 227	Introduction to the Study of Deviance	CMLT 275	World Literature by Women* (also as WMST 275)
HIST 282	History of the Jewish People I (also as JWST 234) (D)	URSP 100	Challenge of the Cities	CMLT 277	Literatures of the Americas*
HIST 283	History of the Jewish People II (also as JWST 235) (D)	WMST 200	Introduction to Women's Studies: Women and Society (D)	CMLT 280	Film Art in a Global Society*
HIST 284	East Asian Civilization I	CORE Advanced Studies		CMLT 291	International Perspectives on Lesbian and Gay Studies*
HIST 285	East Asian Civilization II	Please refer to the program descriptions above for Advanced Studies requirements.		CPSP 125	Issues in International Studies
HIST 286	The Jew and the City through the Centuries (also as JWST 275) (D)	CORE Capstone Option (majors only; after completing 86 credits) (CORE CODE: CS):		DANC 138	Introduction to Ethnic Dance (2 credits)
JWST 121	Jewish Civilization (also as HIST 126)	ANSC 420	Animal Production Systems	DANC 200	Introduction to Dance*
JWST 141	American Jewish Experience (also as HIST 106)	BCHM 399	Undergraduate Research in Biochemistry (Must be taken for at least 3 credits)	EDHD 230	Human Development and Societal Institutions*
JWST 230	Introduction to the Rabbinic Movement (also as HIST 281) (D)	BCHM 465	Biochemistry III	ENGL 234	Introduction to African-American Literature*
JWST 234	History of the Jewish People I (also as HIST 282) (D)	BMGT 457	Marketing Policies and Strategies	ENGL 235	Intro. to Literatures of the African Diaspora* (also as CMLT 235)
JWST 235	History of the Jewish People II (also as HIST 283) (D)	BMGT 495	Business Policies	ENGL 250	Introduction to Literature by Women* (also as WMST 255)
JWST 275	The Jew and the City through the Centuries (also as HIST 286) (D)	BSCI 426	Membrane Biophysics (formerly ZOOL 413)	ENG 265	Introduction to Lesbian, Gay, and Bisexual Literature
KNES 293	History of Sport in America	BSCI 464	Microbial Biology (formerly MICB 480)	ENGL 277	Mythologies: An Introduction*
UNIV 138A	Technology and the Environment: To Stem the Flow: The Nile, Technology, Politics and the Environment (This course may be counted for CORE in only ONE of these three areas: LS, PS, or SH)	CHEM 399	Introduction to Chemical Research (Must be taken for at least 3 credits)	FREN 241	Women Writers of French Expression in Translation* (also as WMST 241)
WMST 210	Women in America to 1880 (also as HIST 210) (D)	CHEM 491	Advanced Organic Chemistry Laboratory	FREN 242	Black Writers of French Expression in Translation*
WMST 211	Women in America since 1880 (also as HIST 211) (D)	CHEM 492	Advanced Inorganic Chemistry Laboratory	GEOG 130	Developing Countries*
WMST 212	Women in Western Europe, 1750 - Present (also as HIST 212) (D)	CMSC 412	Operating Systems	GERM 281	Women in German Literature and Society* (also as WMST 281)
WMST 298X	Women, Crime, and the Law in England (also as HIST 219X) (D)	CMSC 424	Database Design	GVPT 250	Introduction to International Negotiation* (formerly GVPT 288A)
Social Sciences and History Behavioral and Social Sciences (CORE CODE: SB):		CMSC 435	Software Engineering	HIST 120	Islamic Civilization*
AASP 101	Public Policy and the Black Community	DANC 485	Seminar in Dance	HIST 122	African Civilizations to 1800* (also as AASP 298C)
AMST 207	Contemporary American Cultures (D)	ENAE 482	Aeronautical Systems Design	HIST 123	Sub-Saharan Africa Since 1800*
ANTH 240	Introduction to Archaeology (D)	ENAE 484	Space Systems Design	HIST 209A	Cross-Cultural Questions: Religious Fundamentalism in 20th Century United States and Middle East
ANTH 260	Introduction to Sociocultural Anthropology and Linguistics (D)	ENBE 486	Capstone Design II (Please note that both ENBE 485 and ENBE 486 must be completed in order to satisfy CORE Capstone Requirements)	HIST 210	Women in America to 1880* (also as WMST 210)
ANTH 262	Culture and Environment (D)	ENCE 466	Design of Civil Engineering Systems	HIST 211	Women in America since 1880* (also as WMST 211)
AREC 240	Introduction to Economics and the Environment	ENCH 446	Process Engineering Economics and Design II	HIST 212	Women in Western Europe, 1750 - Present* (also as WMST 212)
		ENME 404	Mechanical Engineering Systems Design	HIST 219C	US-East Asian Cultural Relations*
		ENME 472	Integrated Product and Process Development II	HIST 219X	Women, Crime, and the Law in England* (also as WMST 298X)
		GEOL 394	Research Problems in Geology	HIST 237	Russian Civilization*
		HIST 309	Proseminar in Historical Writing		
		HIST 396	Honors Colloquium II		
		KNES 497	Independent Studies Seminar		
		LARC 471	Project in Landscape Architecture II		
		MAPL 420	Mathematical Modeling (also as MATH 420)		
		MATH 420	Mathematical Modeling (also as MAPL 420)		
		NFSC 422	Food Product Research and Development		
		NFSC 491	Issues and Problems in Dietetics		
		NFSC 495	Nutrition Research		

54 General Education Programs

HIST 284	East Asian Civilization I	AASP 441	Science, Technology, and the Black Community	HIST 494	Women in Africa (formerly HIST 458B)
HIST 250	Latin-American History I*	AASP 443	Blacks and the Law	HIST 495	Women in Medieval Culture and Society
HIST 251	Latin-American History II*	AASP 499R	Race and Gender: Political Theory, Economics, the Law, and Popular Culture	HIST 496	Africa Since Independence
HIST 255	African-American History			HLTH 471	Women's Health (also as WMST 471)
HIST 281	Introduction to the Rabbinic Movement* (also as JWST 230)	AGNR 401	Agricultural Support Systems in Developing Countries	JOUR 452	Women in the Media (also as WMST 452)
HIST 282	History of the Jewish People I* (also as JWST 234)	AGRO 303	International Crop Production	JOUR 453	News Coverage of Racial Issues
HIST 283	History of the Jewish People II* (also as JWST 235)	AMST 418J	Cultural Themes in America: Women and Family in American Culture	JWST 375	Germanic Literatures in Translation: Masterworks of Yiddish Literature (also as GERM 349M)
HIST 286	The Jew and the City through the Centuries* (also as JWST 275)	AMST 418K	Cultural Themes in America: Race in America: Theory and Policy	KNES 492	History of the Sportswoman in American Organizations (also as WMST 492)
JWST 171	Modern Jewish Experience Through Literature*	ANTH 362	Diversity in Complex Societies	MUET 432	Music in World Culture I (formerly: MUSC 432)
JWST 230	Introduction to the Rabbinic Movement* (also as HIST 281)	AREC 365	World Hunger, Population, and Food Supplies	MUET 433	Music in World Culture II (formerly: MUSC 433)
JWST 234	History of the Jewish People I* (also as HIST 282)	AREC 445	Agricultural Development in the Third World	MUSC 320	Epic as Song and Saga: Cross-Cultural Perspectives
JWST 235	History of the Jewish People II* (also as HIST 283)	ARTH 375	Ancient Art and Archeology of Africa (formerly ARTH 475)	NRSC 440	Crops, Soils, and Civilization (formerly AGRO 440)
JWST 275	The Jew and the City through the Centuries* (also as HIST 286)	ARTH 376	Living Art of Africa (formerly ARTH 476)	PHIL 407	Gay and Lesbian Philosophy
KNES 240	Exploring Cultural Diversity Through Movement	ARTH 384	Art of Japan (formerly ARTH 395)	PORT 322	Survey of African Literatures of Portuguese Expression (in Portuguese)
LASC 234	Issues in Latin American Studies I* (also as PORT 234 and SPAN 234)	ARTH 385	Art of China (formerly ARTH 390)	PORT 378	Brazilian Cinema (topic will vary)
LASC 235	Issues in Latin American Studies II* (also as PORT 235 and SPAN 235)	ARTH 485	Chinese Painting (formerly ARTH 490)	PORT 476	Africa in Brazil
LING 210	Structure of American Sign Language*	ARTH 486	Japanese Painting (formerly ARTH 495)	PORT 478C	Women as Authors and Characters in Brazilian Literature
MUET 200	World Popular Musics and Gender (formerly: MUSC 248C)*	ARTT 463	Principles and Theory: African-American Art	PSYC 354	Cross-Cultural Psychology
MUET 210	The Impact of Music on Life (formerly: MUSC 210)*	BSCI 302	Women and Science (formerly ZOO 313) (also as WMST 313)	SOCY 325	Sociology of Gender (also as WMST 325)
MUET 220	Musics of the World (formerly: MUSC 248A)*	BSCI 365	International Pesticide Problems and Solutions (formerly ENTM 303)	SOCY 498C	Women in the Military
PORT 224	Brazilian Culture (in English)*	CCJS 370	Race, Crime and Criminal Justice	THET 390	Clothing and Culture
PORT 225	The Cultures of Portuguese-Speaking Africa	CCJS 498A	Special Topics in Criminology and Criminal Justice: Women and Crime	THET 496	African American Women Filmmakers (also as WMST 496)
PORT 228A	Latin American Literatures and Society: An Interdisciplinary Approach to the Amazon Ecosystem (also as SPAN 228A)*	CHIN 313	Chinese Poetry and Prose in Translation	THET 497	Non-Traditional Theatre
PORT 234	Issues in Latin American Studies I* (also as LASC 234 and SPAN 234)	CHIN 315	Modern Chinese Literature in Translation	URSP 372	Diversity and the City
PORT 235	Issues in Latin American Studies II* (also as LASC 235 and SPAN 235)	CLAS 309D	Diversity and Classics	URSP 465	Comparative Urban Life and Change
RUSS 282	Contemporary Russian Culture*	CLAS 320	Women in Classical Antiquity (also as WMST 320)	WMST 313	Women and Science (also as BSCI 302)
SOCY 241	Inequality in American Society	COMM 324	Communication and Gender (formerly SPCH)	WMST 320	Women in Classical Antiquity (also as CLAS 320)
SPAN 222	Cultural Difference in Contemporary Latin American Culture*	COMM 360	The Rhetoric of Black America (formerly SPCH)	WMST 325	Sociology of Gender (also as SOCY 325)
SPAN 223	US Latino Culture*	COMM 469A	Rhetoric of the Civil Rights Movement (formerly SPCH)	WMST 348	Literary Works by Women (topic will vary; also as ENGL 348.)
SPAN 224	Violence and Resistance in the Americas*	COMM 469B	Rhetoric of the Abolitionist and Suffrage Movement (formerly SPCH)	WMST 430	Gender Issues in Families (also as FMS 430)
SPAN 228A	Latin American Literatures and Society: An Interdisciplinary Approach to the Amazon Ecosystem (also as PORT 228A)*	COMM 482	Intercultural Communication (formerly SPCH)	WMST 452	Women in the Media (also as JOUR 452)
SPAN 234	Issues in Latin American Studies I* (also as LASC 234 and PORT 234)	EALL 300	The Languages of East Asia	WMST 471	Women's Health (also as HLTH 471)
SPAN 235	Issues in Latin American Studies II* (also as LASC 235 and PORT 235)	ECON 375	Economics of Poverty and Discrimination	WMST 492	History of the Sportswoman in American Organizations (also as KNES 492)
THET 195	Gender and Performance*	EDCP 420	Education and Racism	WMST 496	African American Women Filmmakers (also as THET 496)
THET 240	African Americans in Film and Theater*	ENGL 348	Literary Works by Women (Topic will vary; also as WMST 348.)		
THET 293	Black Theatre and Performance I*	ENGL 360	African, Indian, and Caribbean Writers		
THET 294	Black Theatre and Performance II*	ENGL 362	Caribbean Literature in English		
WMST 200	Introduction to Women's Studies: Women and Society*	ENGL 368	Special Topics in the Literature of Africa and the African Diaspora (topic will vary)		
WMST 210	Women in America to 1880* (also as HIST 210)	FMST 381	Poverty, Affluence, and Families		
WMST 211	Women in America since 1880* (also as HIST 211)	FMST 430	Gender Issues in Families (also as WMST 430)		
WMST 212	Women in Western Europe, 1750 - Present* (also as HIST 212)	FREN 482	Gender and Ethnicity in Modern French Literature		
WMST 241	Women Writers of French Expression in Translation* (also as FREN 241)	FREN 485	Ideologies and Relations Between the Sexes in French Literature		
WMST 250	Introduction to Women's Studies: Women, Art, and Culture*	FREN 499B	Literature of Francophone		
WMST 255	Introduction to Literature by Women* (also as ENGL 250)	GEOG 323	Latin America		
WMST 275	World Literature by Women* (also as CMLT 275)	GEOG 326	Africa		
WMST 281	Women in German Literature and Society* (also as GERM 281)	GEOG 416	Overseas European Colonization and the Third World		
WMST 298X	Women, Crime, and the Law in England* (also as HIST 219X)	GERM 349M	Germanic Literatures in Translation: Masterworks of Yiddish Literature (also as JWST 375)		
		GVPT 447	Islamic Political Philosophy		
		GVPT 471	Women and Politics		
		HIST 314A	Crisis and Change in the Middle East and Africa: Nationalism and Nation-Building in the Middle East		
		HIST 316A	Crisis and Change in Latin America: Slavery and Race Relations in Latin America		
		HIST 461	Blacks in American Life: 1865 to Present		
		HIST 473	History of the Caribbean		
		HIST 474	History of Mexico and Central America I		
		HIST 475	History of Mexico and Central America II		
		HIST 491	History of the Ottoman Empire		
		HIST 493	Victorian Women in England, France and the United States		

CORE Diversity Courses Recommended for Juniors and Seniors (after 56 credits)

AASP 312	Social and Cultural Effects of Colonization and Racism
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CHAPTER 6

THE COLLEGES AND SCHOOLS

COLLEGE OF AGRICULTURE
AND NATURAL RESOURCES (AGNR)

1224 Symons Hall, (301) 405-7761
E-mail: emartin@umdacc.umd.edu
<http://www.agnr.umd.edu>

Dean: Thomas A. Fretz
Associate Dean: Maria S. McIntosh
Assistant Dean: Leon H. Slaughtor

The College of Agriculture and Natural Resources offers a variety of academic programs that apply science, management, design, and engineering to improve the world in which we live and work. Feeding the world population, developing scientifically-based land use practices and policies, understanding animal and plant biology, improving nutrition and its effects on human health, and profitably managing farms and agribusinesses in harmony with ecosystems are all vital concerns of the College. Integrating the use and protection of natural resources in the production of food and nursery crops is a challenge facing students.

Each student in the College is assigned a faculty adviser to assist in selecting courses to meet the individual needs of our diverse student body. In addition to course work, undergraduates have opportunities to work closely with faculty in state-of-the-art facilities including new biological resources engineering, animal sciences, veterinary medicine, and plant sciences buildings. The College also serves as the academic home of the Maryland Campus of the Virginia-Maryland College of Veterinary Medicine. Nearby resources such as the U.S. Department of Agriculture's Beltsville Agricultural National Research Center, the National Institutes of Health, the Food and Drug Administration, the Smithsonian Institution and the National Zoo, Maryland's Departments of Agriculture and Natural Resources, and the Patuxent Wildlife Research Center enhance teaching, research, internship, and career opportunities for students. Field study courses offered in Brazil, Belize, Egypt, and Costa Rica and study-abroad programs expose students to other cultures and environments. Learning opportunities are also strengthened through student involvement in such co-curricular activities as the College Honors Program, career programs, leadership workshops, and student clubs.

Graduates are employed in a variety of professions as dietitians, food scientists, landscape architects, engineers, natural resource managers, environmental consultants, land use planners, agribusiness managers, stock and commodity brokers, or lawyers specializing in environmental issues. Others work at government and industry research laboratories, biotechnology and biomedical firms, and in hospitals, fish and wildlife programs, the Peace Corps, public health departments, and large food-production operations. Many graduates pursue advanced degrees in veterinary medicine, law, medicine, physical therapy, or graduate school.

Departments in the College of Agriculture and Natural Resources offer the following programs of study:

Agricultural and Resource Economics—Business Management; Environmental Policy; Farm Production; Food Production; International Agriculture; and Political Process.

Animal Sciences—Animal Management and Industry; Avian Business; Laboratory Animal Management; and Professional/Sciences.

Combined Vet. Med./Animal Sciences Degree

Biological Resources Engineering—Water Resources; Bioenvironmental Engineering; Aquacultural Engineering; and Biomedical Engineering.

Natural Resource Sciences—Conservation of Soil, Water and Environment, Horticulture and Crop Production, Landscape Management, Plant Sciences, and Turf and Golf Course Management.

General Agricultural Sciences**Landscape Architecture**

Natural Resources Management—Environmental Education/Park Management; Land and Water Resource Management; and Plant and Wildlife Resource Management.

Nutrition and Food Science—Dietetics; Food Science; and Nutritional Science

In addition, the college plays a major role in the Environmental Science and Policy Program, and sponsors several of its areas of concentration.

Advantage of Location and Facilities

Educational opportunities in the College of Agriculture and Natural Resources are enhanced by the proximity of several research units of the federal government. Teaching and research activities in the College are conducted with the cooperation of scientists and professional people in government positions. Of particular interest are the National Agricultural Research Center at Beltsville, the National Agricultural Library, the National Arboretum, and the Food and Drug Administration.

Instruction in the basic biological and physical sciences, social sciences, landscape design, and engineering principles is conducted in well-designed classrooms and laboratories. The application of basic principles to practical situations is demonstrated for the student in numerous ways. In addition to on-campus facilities, several operating education and research facilities are located throughout Maryland. Horticultural and agronomic crops, turf, beef, dairy cattle, and poultry are maintained under practical and research conditions also used for environmental studies.

Requirements for Admission

It is recommended that students entering the College of Agriculture and Natural Resources have completed a high school preparatory course that includes: English, 4 units; mathematics, 3 units; biological and physical sciences, 3 units; and history or social sciences, 2 units. Four units of mathematics should be elected by students who plan to major in biological resources engineering. The Landscape Architecture major is a limited enrollment program (LEP). See chapter 1 for general limited-enrollment program admission policies.

Degree Requirements

Students graduating from the College must complete at least 120 credits with a grade point average of 2.0 in all courses applicable toward the degree. Requirements of the major and supporting areas are listed under individual program headings in chapter 7.

56 School of Architecture

Advising

Each student in the College of Agriculture and Natural Resources is assigned to a faculty adviser. Advisers normally work with a limited number of students and are able to give individual guidance. Students entering the freshman year with a definite choice of curriculum are assigned to departmental advisers for counsel and planning of all academic programs. Students who have not selected a definite curriculum are assigned to a general adviser who assists with the choice of electives and acquaints students with opportunities in the curricula in the College of Agriculture and Natural Resources and in other units of the university.

Financial Assistance

A number of scholarships are available for students enrolled in the College of Agriculture and Natural Resources. These include awards by the Agricultural Development Fund, Arthur M. Ahalt Memorial Scholarship, Attorney General's Scholarship, Beltsville Garden Club Scholarship, Eugene Fox/Bowie-Crofton Garden Club Scholarship, Frank D. Brown Memorial Scholarship, Chapel Valley Landscape Company Honorary Scholarship, George Earle Cook, Jr. Scholarship Fund, Ernest T. Cullen Memorial Scholarship, Richard F. Davis Memorial Award, Delmarva Corn and Soybean Scholarship, Mylo S. Downey Memorial Scholarship, C. Walter England Fund in Dairy Science, Robert Facchina/Johanna Foods Scholarship, James R. Ferguson Memorial Scholarship, Goddard Memorial Scholarship, Manasses J. and Susanna Grove Memorial Scholarship, Joe E. James Memorial Award Fund, The Kinghorne Fund, Gary Lee Lake Memorial Scholarship, Maryland Council of Farmers Coop Scholarship, Maryland Greenhouse Growers Association Scholarship, Maryland Nurserymen's Association Scholarships, Maryland Turfgrass Association, Maryland State Golf Association, Maryland and Virginia Milk Producers, Inc., Dr. Ray A. Murray Scholarship Fund, Joseph Newcomer Memorial Scholarship, Paul R. Poffenberger Scholarship Fund, the Ross and Pauline Smith Fund for Agriculture, J. Herbert Snyder Scholarship, Southern States Cooperative, Inc., the David N. Steger Scholarship Fund, Takoma Horticultural Club Scholarship, the A.F. Vierheller Award Fund in Horticulture, Veterinary Science Scholarship, Siegfried Weisberger Jr. Memorial Fund, Siegfried Weisberger Jr. Scholarship Fund, Theodore B. and Georgianna Miles Weiss Memorial Fund, and the Winslow Foundation.

Honors

Students may apply for admission to the College Honors program after completing 56 credits with a minimum 3.2 GPA in a program within the College. Honors students work with a faculty mentor and must take at least 12 credits of honors courses including a senior thesis. Interested students should contact their faculty adviser.

Student Organizations

Students find opportunity for varied expression and growth in the several voluntary organizations sponsored by the College of Agriculture and Natural Resources. These organizations are AGNR Student Council, Alpha Zeta, Agribusiness Club, Agronomy Club, Alpha Gamma Rho, Animal Husbandry Club, ASAE, the Society for Engineering in Agricultural, Food and Biological Systems, Collegiate 4-H, Collegiate FFA, Food and Nutrition Club, Horticulture Club, Landscape Architecture Student Association, INAG Club, Natural Resources Management Society, Poultry Science Club, Soil and Water Conservation Society UMCP Student Chapter, Symbiosis, Equestrian Club, and Veterinary Science Club.

RESEARCH AND SERVICE UNITS

Maryland Agricultural Experiment Station

The Maryland Agricultural Experiment Station (MAES) supports research conducted primarily by 120 faculty scientists located within the College of Agriculture and Natural Resources. Faculty use state-of-the-art facilities such as a new Research Greenhouse Complex and Environmental Simulator, as well as 10 off-campus research locations, for research in the science, business, policy, and practice of agriculture. MAES supports research that benefits consumers and producers alike; for example, our significant focus on the environment protects valuable natural resources such as the Chesapeake Bay. Undergraduate students also benefit from mentoring by MAES-supported faculty and instructional use of MAES facilities statewide.

Cooperative Extension Service

The Maryland Cooperative Extension Service (MCES) educates citizens in the application of practical, research-based knowledge to critical issues in agricultural and agribusiness including aquaculture; natural resources and the environment; human development, nutrition, diet, and health; youth development and 4-H; and family and community leadership. The statewide program includes more than 180 faculty and support staff located in 23 counties, the City of Baltimore, four regional centers, and the University of Maryland's College Park and Eastern Shore campuses. In addition, more than 15,000 volunteers and citizens in Maryland give generously of their time and energy.

VIRGINIA-MARYLAND REGIONAL COLLEGE OF VETERINARY MEDICINE, MARYLAND CAMPUS

College of Agriculture and Natural Resources
1202 Gudelsky Veterinary Center, (301) 935-6083
<http://www.vetmed.vt.edu>

The Virginia-Maryland Regional College of Veterinary Medicine is operated by the University of Maryland and the Virginia Polytechnic Institute and State University. Each year, 30 Maryland and 50 Virginia residents comprise the entering class of a four-year program leading to a Doctor of Veterinary Medicine (DVM).

The first three years are given at Virginia Polytechnic Institute and State University in Blacksburg, Virginia. The final year of instruction is given at several locations, including the University of Maryland, College Park.

A student desiring admission to the college must complete the pre-veterinary requirements and apply for admission to the professional curriculum. Admission to this program is competitive, and open to all Maryland residents. All Maryland residents' applications are processed at the College of Veterinary Medicine, Maryland Campus, University of Maryland, College Park.

Institute of Applied Agriculture (Two-Year Program)

E-mail: iaa@umail.umd.edu
<http://iaa.umd.edu>

The Institute of Applied Agriculture (IAA) awards academic certificates in Turfgrass Management, Ornamental Horticulture, and Agricultural Business Management. As a two-year program, the IAA has a separate admission policy. Upon completion of the program, students are welcome to transfer to the University of Maryland, College Park; University of Maryland University College; and other schools.

For more information about the IAA, its admissions procedures, and requirements, contact the Institute of Applied Agriculture, 2123 Jull Hall, University of Maryland, College Park, MD 20742-2525. Phone: (301) 405-4686. Information is also available on the Institute's home page and via E-mail (see addresses above).

SCHOOL OF ARCHITECTURE

Architecture Building, (301) 405-6284
<http://www.inform.umd.edu/ARCH>

Professor and Dean: Steven W. Hurtt
Associate Dean: Stephen F. Sachs
Assistant to the Dean: Nancy Lapanne
Professors: Bechhoefer†, Bennett, Etlin†, Fogle, Francescato, Hill, Lewis, Schlesinger, Schumacher, Vann
Associate Professors: Bell, Bovill, DuPuy, Gardner, Gournay, Kelly
Assistant Professor: Jurmala
Lecturers: McInturff, Wiedemann
†Distinguished Scholar-Teacher

The School of Architecture offers a four-year undergraduate program leading to the Bachelor of Science degree in architecture, and a graduate program leading to the professional degree of Master of Architecture. The undergraduate major in architecture is designed to minimize the time required to complete the curriculum leading to the professional degree.

Students receive rigorous and comprehensive instruction from a faculty whose members are active in professional practice or research. Many faculty members have distinguished themselves across the professional spectrum and represent different approaches to architectural design. Their individual areas of expertise include architectural design and theory, history, architectural archaeology, technology, urban design and planning, and historic preservation. Visiting critics, lecturers, and the Kea Distinguished Professor augment the faculty; together they provide students with the requisite exposure to contemporary realities of architectural design.

The B.S. degree in architecture will qualify graduates to pursue a career in any of a number of fields, such as construction, real estate development, public administration, or historic preservation, or to continue in graduate work in professional fields such as architecture, urban planning, or law.

Admission to Architecture

Architecture is a Limited-Enrollment Program. See the Admissions section in chapter 1 for general LEP admission policies.

Freshman Admission and the 45-Credit Review. Students with the most competitive records will gain admission to the School of Architecture directly from high school, as allowed by space considerations within the School. Because space may be limited before all interested freshmen are admitted to the program, early application is encouraged. Freshmen admitted to the program will have access to the necessary advising through their initial semesters to help them determine if Architecture is an appropriate major for their interests and abilities.

Freshmen who are admitted directly to Architecture will be subject to a performance review by the time they have completed 45 credits. To meet the provisions of the review, these students must complete: (1) Fundamental Studies; (2) 60% of Distributive Studies; (3) ARCH 170, 220, and 242 with grades of B in each; (4) MATH 220, PHYS 121, and PHYS 122 with minimum grades of C in each and a combined GPA of 2.6 for the 3 courses; (5) three letters of recommendation; and (6) a portfolio review as specified by the School. Students who do not meet these requirements will not be allowed to continue in the LEP and will be required to select another major.

Transfer Admission. The following requirements affect new transfer students to the university as well as on-campus students hoping to change majors to Architecture. Admission of transfer students may be severely limited, and capacity is determined each year in accordance with the success of incoming freshmen.

In order to be admitted to Architecture, transfer students will be required to meet the following set of gateway requirements: (1) completion of Fundamental Studies; (2) completion of all Distributive Studies; (3) completion of ARCH 242 with a grade of B; (4) completion of MATH 220 and PHYS 122 with minimum grades of C and a combined grade point average (GPA) of 2.4; (5) successful review of a portfolio to assess drawing skills; and (6) attainment of a minimum cumulative GPA for all college-level work attempted. The required GPA is set each year and may vary from year to year depending upon available space. Contact the School of Architecture or the Office of Undergraduate Admissions for the current GPA standard.

Appeals. Students who are unsuccessful in gaining admission to Architecture at the freshman or transfer level, and believe they have extenuating or special circumstances which should be considered, may appeal in writing to the Office of Undergraduate Admissions. The student will be notified in writing of the appeal decision once it is made.

Students admitted to Architecture as freshmen who do not pass the 45-credit review but believe they have special circumstances which should be considered may appeal directly to the School.

For further information, contact the Counselor for Limited-Enrollment Programs at (301) 314-8385.

Curriculum Requirements

In the first two years of college, directly admitted students and those seeking to transfer into the School of Architecture should adhere to the following curriculum:

	Credit Hours
General Education (CORE) and Elective	28
ENGL 101—Introduction to Writing (CORE)	3
MATH 220—Elementary Calculus I (CORE)	3
ARCH 170—Introduction to the Built Environment (CORE)	3

MATH 221—Elementary Calculus II (recommended)	3
PHYS 121—Fundamentals of Physics I (CORE)	4
ARCH 220—History of Architecture I*	3
ARCH 242—Drawing I	2
PHYS 122—Fundamentals of Physics II (CORE)	4
ARCH 221—History of Architecture II	3
Total Credits	56

If admitted after completing 56 credits, students are expected to complete the following requirements for a total of 120 credits:

	Credit Hours
Third Year	
ARCH 400—Architecture Studio I*	6
ARCH 410—Architectural Technology I	4
ARCH 4xx—Arch. History/Area A**	3
ARCH 401—Architecture Studio II	6
ARCH 411—Architectural Technology II	4
ARCH 343—Drawing II Line Drawing	3
ENGL 391—Advanced Composition	3
CORE Requirements	3
Total	32

Fourth Year	
ARCH 402—Architecture Studio III	6
ARCH 445—Visual Analysis of Architecture	3
ARCH 412—Architectural Technology III	4
ARCH 403—Architecture Studio IV	6
ARCH 413—Architectural Technology IV	4
CORE Requirements	3
One of the following	3
ARCH 460—Site Analysis & Design	
ARCH 450—Introduction to Urban Planning	
ARCH 454—Theories of Urban Form	
ARCH 4xx—Arch. History/ Area B**	3
Total	32
Total Credits	120

*Courses are to be taken in sequence as indicated by Roman numerals in course titles.

**Architecture history courses: Area A, ARCH 422, 423, 432, and 436
Area B, ARCH 433, 434, and 420.

Special Resources and Opportunities

The school is housed in a modern, air-conditioned building providing design workstations for each student, a large auditorium, and seminar and classroom facilities. A well-equipped woodworking and model shop, darkroom, a lab equipped with testing machines and various instruments used in studying the ambient environment, and computer terminal facilities are also provided. The Architecture Library, one of the finest in the nation, offers convenient access to a current circulating collection of more than 24,000 volumes, 6,000 periodicals, and an extensive selection of reference materials. Rare books and special acquisitions include a collection relating to international expositions and the 11,000-volume National Trust for Historic Preservation Library. A visual resources facility includes a reserve collection of 250,000 slides on architecture, landscape architecture, urban planning, architectural science, and technology as well as audio-visual equipment for classroom and studio use.

The school provides learning experiences through CADRE Corporation, a nonprofit center for architectural design and research, which provides an organizational framework for faculty and students to undertake contract research and design projects appropriate to the school's fundamental education mission. CADRE Corporation projects include building and urban design, urban studies, building technology, historic preservation, architectural archaeology, studies in energy conservation, or other work for which the school's resources and interests are uniquely suited.

Summer programs include the Caesarea Ancient Harbor Excavation Project (CAHEP), an ongoing land and underwater excavation in Israel at the harbor of Herod the Great at Caesarea Maritima. In addition, summer workshops for historic preservation are sponsored by the school each year in Cape May, NJ, which is a designated national historic landmark district, and Kiplin Hall in North Yorkshire, England. Students may earn direct credit doing hands-on restoration work and by attending lectures by visiting architects, preservationists, and scholars.

Course Code: ARCH

58 College of Arts and Humanities

COLLEGE OF ARTS AND HUMANITIES (ARHU)

1102 Francis Scott Key Hall, (301) 405-2088
<http://www.inform.umd.edu/arhu/welcome.html>

Professor and Dean: James Harris
Office of Student Affairs: (301) 405-2110
Academic Advisers: (301) 405-2108
<http://www.inform.umd.edu/ARHU/StudentInfo/osa.html>

The College of Arts and Humanities embraces a heterogeneous group of disciplines, all of which value the development of critical thinking, fluent expression in writing and speech, sensitivity to ethical and aesthetic standards, and a complex understanding of history and culture. Departments and programs in Arts and Humanities, while they have strong individual identities, are also involved in interdisciplinary studies. Thus students will find, for example, courses in the Department of English that approach literature from political perspectives, courses in the Department of History that rely on feminist perspectives, courses in the Department of Art History and Archeology that study African cultures, and so on.

Examples of the special opportunities available to students in this richly variegated college include an exceptional slide library in Art History and Archeology, the Music Department's computer music resources including a MIDI Laboratory, the English Department's computer-based writing laboratory, an AT&T Foreign Language Classroom, the Pugliese Theatre for experimental drama, a junior-year-abroad program in Nice, France, a year-abroad program in Sheffield, England, and Honors programs in most departments.

Preparation in the Arts and Humanities provides valuable background for careers in a broad range of fields. Students should be aware of the many eloquent testimonials from leaders of the nation's businesses, industry, and government to the skills of oral presentation, written exposition, critical thinking, and analytic problem-solving nurtured in humanities courses. These skills are essential to a successful career in any number of different fields.

Recruitment

1120L Francis Scott Key Hall, (301) 405-8599
<http://www.inform.umd.edu/ARHU/Admissions>
Admissions Coordinator: Carie Jones-Barrow

The College's Admissions Coordinator serves as a resource and contact person for prospective students interested in Arts and Humanities degrees and also serves as a liaison to the Office of Undergraduate Admissions.

Entrance Requirements

Students wishing to major in one of the creative or performing arts are encouraged to seek training in the skills associated with such an area prior to matriculation. Students applying for entrance to these programs may be required to audition, present slides, or submit a portfolio as a part of the admission requirements.

Graduation Requirements

The following College requirements apply only to students earning Bachelor of Arts degrees from the College of Arts and Humanities. These requirements are in addition to or in fulfillment of campus and departmental requirements. For information concerning the Bachelor of Music in the School of Music, students should consult a Music adviser.

Students who double major in ARHU and another college on campus **must** complete the College requirements in ARHU of foreign language to the intermediate level, and 45 hours of upper-level credit.

Distribution

A minimum of 45 of the total of 120 semester hours must be upper-level work (i.e., courses numbered 300-499).

Foreign Language

Language proficiency may be demonstrated in one of several ways:

- Successful completion of level 4 in one language or level 2 in each of two languages in high school. **Students must provide a high school transcript to verify exemption.**
- Successful completion of an intermediate-level college foreign language course designed by the department.
- Successful completion of a language placement examination in one of the campus language departments offering such examinations.

Students who have native proficiency in a language other than English should see an adviser in the ARHU Office of Student Affairs, or call (301) 405-2108.

Major Requirements

All students must complete a program of study consisting of a major (a field of concentration) and supporting courses as specified by one of the academic units of the College. No program of study shall require in excess of 60 semester hours. Students should consult the unit in which they will major for specific details; certain units have mandatory advising.

A major shall consist, in addition to the lower-division departmental prerequisites, of 24 to 40 hours, at least 12 of which must be in courses numbered 300 or 400 and at least 12 of which must be taken at the University of Maryland, College Park.

A major program usually requires a secondary field of concentration (supporting courses). The nature and number of these courses are determined by the major department.

No grade lower than C may be used to fulfill major or supporting course requirements. No course for the major or support module may be taken Pass-Fail.

Advising

Freshmen and new transfer students have advisers in the Arts and Humanities College Office of Student Affairs (301-405-2108) who assist them in the selection of courses and the choice of a major. After selecting a major, students **must** see the departmental adviser for that major. All first-year students (both freshmen and transfers) and seniors who have completed 85-100 credits have mandatory advising in both the College and the department. For further information about advising, students should see the section on advising in the Mini-Guide, available from the College, or call the ARHU Office of Student Affairs, (301) 405-2108.

Degrees and Majors

The College of Arts and Humanities offers the degree of Bachelor of Arts in the following fields of study:

American Studies
Art
Art History and Archeology
Chinese Language and Literature
Classics
 Classical Humanities
 Greek
 Latin
 Latin and Greek
Communication
Dance
English Language and Literature
French Language and Literature
Germanic Studies
History
Italian Language and Literature
Japanese Language and Literature
Jewish Studies
Linguistics
Music
Philosophy
Romance Languages
Russian Language and Culture
Russian Area Studies
Spanish and Portuguese Languages and Literatures
Theatre
Women's Studies

The College also offers the degree of Bachelor of Music; certificate programs in Women's Studies, East Asian Studies, and Latin American Studies; and a program in Comparative Literature.

Citations

The College of Arts and Humanities offers Citations in the following areas of study:

Citation in Archaeology
 Citation in Ancient Greek Language & Literature
 Citations in Business Chinese, French, German, Japanese, Russian and Spanish
 Citations in Business Management for Foreign Language majors
 Citation in Chinese Language
 Citation in Chinese Studies
 Citation in Classical Language & Mythology
 Citation in Cognitive Science
 Citation in Comparative Studies
 Citation in French
 Citation in French Language and Cultures
 Citation in German Studies
 Citation in Interdisciplinary Multimedia and Technology
 Citation in Italian Language and Culture
 Citation in Jewish Studies
 Citation in Korean Studies
 Citation in Latin Language and Literature
 Citation in Linguistics
 Citation in Music Performance
 Citation in Music Studies
 Citation in Philosophy
 Citation in Philosophy of Science
 Citation in Portuguese Languages & Cultures
 Citation in Renaissance Studies
 Citation in Russian Language
 Citation in Russian Language and Culture
 Citation in Spanish Language & Cultures
 Citation in Value Theory

Citations in the College of Arts and Humanities offer students in all disciplines the opportunity to pursue an in-depth, structured program of study in a field outside their major. Each student who successfully completes a citation (15-16 credits) will receive a certificate, and the accomplishment will be noted on the student's transcript. Consult departmental listings for more information.

Internships

Some departments in Arts and Humanities have well-established internship offerings. Typically, students must complete an application and attach a current academic transcript. Internships are generally for one semester of the junior or senior year for students with a good academic record. In addition to the work itself, students write an analysis of the experience. For more information, students should contact their major departmental adviser. A Literacy Internship Program is available through the English Department, (301) 405-3827.

Certification of High School Teachers

A student who wishes certification as a high school teacher in a subject represented in this College must consult the College of Education in the second semester of the sophomore year. Application for admission to the Teacher Education program is made at the time that the first courses in Education are taken. Enrollment in the College of Education is limited.

Honors

Honors Programs

Most departments in the College of Arts and Humanities offer departmental Honors Programs (DHP). DHPs are upper-division programs that provide students with a transition from the two-year University Honors and College Park Scholars programs to individual academic units. Students enrolled in departmental Honors work independently with faculty members in subjects of special interest, develop and deepen their research skills, and in the process earn an even stronger degree. Students must have a cumulative grade point average of at least 3.0 to be admitted. For further information about individual Departmental Honors Programs and policies, consult with departmental advisers.

Honors Humanities

0110 Easton Hall, (301) 405-6992

<http://www.inform.umd.edu/EdRes/Colleges/HONR/HONHUM>

Honors Humanities Co-Directors: Phyllis Peres and Elizabeth Vandiver

Entering freshmen are able to participate in the Honors Humanities two-year living/learning program. This program represents the premier offering for the top students interested in building a solid and up-to-date foundation in the humanities. Honors Humanities provides students with stimulating seminars, exciting academic friendships, a lively home base with computer facilities, and opportunities to take advantage of the cultural and artistic riches of the Washington, D.C., area. Upon successful completion of the program, students will earn a University Honors transcript citation.

College Park Scholars

CPS in the Arts—Co-Directors: Susan Anthony

CPS in American Cultures—Co-Directors: Jo Paoletti and Lillie Ransom

The College of Arts and Humanities co-sponsors two cross-disciplinary College Park Scholars programs in Arts and American Cultures. In these subject-based two-year programs for incoming freshmen, students meet in weekly colloquia with faculty, study together, and create communities of learners and teachers in specially-equipped residence halls. The Scholars program allows students to experience a small college environment and work closely with their faculty adviser.

Phi Beta Kappa

Consult the description of Phi Beta Kappa in chapter 4.

Research and Service Units

Academic Computing and Computing Services

1116 Francis Scott Key Hall, (301) 405-2104

<http://www.inform.umd.edu/ARHU/ACS/acs.html>

Manager: Kathy Russell

The Academic Computing and Computing Services units support the use of technology by faculty, staff, and students in the College of Arts and Humanities. Computing Services maintains open laboratories for student use in Marie Mount Hall and St. Mary's Hall. Computing Services also maintains the Electronic Media Center to support the use of technology in the arts, a MIDI Lab to support instruction in the School of Music, and computer-equipped classrooms for the Writing Program and the foreign languages.

The Art Gallery

1202 Art-Sociology Building, (301) 405-2763

<http://www.inform.umd.edu/ArtGal>

Acting Director: Scott D. Habes

The Art Gallery presents a series of exhibitions each year of historic and contemporary art in a variety of media and subject matter. Opportunities for museum training and arts management experience are available to students through intern and work-study positions.

The Center for Studies in Nineteenth-Century Music

2101 Skinner Building, (301) 405-7780

<http://www.inform.umd.edu/EdRes/Colleges/ARHU/Depts/19thCent/>

Director: H. Robert Cohen

Research Coordinator: Richard Kitson

The Center for Studies in Nineteenth-Century Music promotes research focusing on nineteenth-century music and musical life. The center's programs are designed to facilitate the study, collection, editing, indexing, and publication of documentary source materials.

The Center for Renaissance and Baroque Studies

0139 Taliaferro Hall, (301) 405-6830

<http://www.inform.umd.edu/CRBS>

Founding Director: S. Schoenbaum (1927-96)

Director: Adele Seeff

Associate Director: Karen Nelson

The Center for Renaissance and Baroque Studies promotes teaching and research in the Renaissance and Baroque Periods in all disciplines of the arts and humanities. The Center sponsors a vast array of programs, including annual interdisciplinary symposia, special lectures and

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performances, conferences, summer institutes, and a volume series of symposia proceedings published by the University of Delaware Press in conjunction with Associated University Presses. As part of its mission to support undergraduate education, the Center offers a citation in Renaissance studies and coordinates a series of interdisciplinary arts and humanities courses. Through its CAST program (Center Alliance for Secondary School Teachers and Texts), the Center provides professional development to secondary school arts and humanities teachers throughout the state of Maryland and an after-school drama program for at-risk high school students. The planning committee for Attending to Early Modern Women—one of the Center's standing committees—organizes and coordinates an international symposium on the university's campus every three years. The Center was instrumental in securing funds for the founding of the Maryland Institute for Technology in the Humanities.

Committee on Africa and the Americas

0111 Taliaferro Hall, (301) 405-7865; (fax) (301) 314-9148
Mailing address: 1102 Francis Scott Key Hall
Chair: Carla L. Peterson

The purpose of the Committee is to promote the understanding and knowledge of Africa and the African diaspora from interdisciplinary and/or multidisciplinary perspectives. Included in the Committee's mission are strengthening the diversity of undergraduate and graduate curricula; creating an academic climate where the scholarly, artistic, and intellectual contributions of black people are recognized and valued; offering intra-curriculum programming; and providing supplemental support for faculty and graduate student research. Among the aims of the Committee are community building and the enhancement of black and other faculty whose research focuses on the area. The Committee is a joint venture of the Colleges of Arts and Humanities and Behavioral and Social Sciences.

The Language Center

1105 Jimenez Hall, (301) 405-4926
<http://www.inform.umd.edu/EdRes/Colleges/ARHU/Depts.langctr/>
Director: Charlotte Groff Aldridge

The Language Center supports cross-departmental projects in promoting teaching and research relating to other languages and cultures. It provides for the common needs of language instruction for all the individual college units involved in second-language acquisition. It encompasses the following three units:

Language House

0107 St. Mary's Hall, (301) 405-6996
<http://www.inform.umd.edu/LanguageCenter/lh/>
Coordinator: Eileen Timothy

The Language House is a campus residence for students wishing to immerse themselves in the study of a foreign language and culture. A total of 90 students of Chinese, French, German, Hebrew, Italian, Japanese, Russian, and Spanish share 19 apartments. A live-in graduate mentor leads each language cluster. The goal of language immersion is achieved through activities organized by the students and mentors, a computer-based Language Learning Center, an audio-visual room, an international cafe, and foreign television programs received via satellite.

Language Learning Technology

1202 Jimenez Hall, (301) 405-4924
<http://www.inform.umd.edu/LanguageCenter/flit/>
Coordinator: Vacant
Electronics Technician: Chris Watkins

Language Learning Technology (LLT) provides for instructional technology needs of the four language departments as well as the Maryland English Institute, Classics, and Linguistics. LLT is comprised of Language Media Services (LMS) and Foreign Language Instructional Technology (FLIT). LMS provides faculty, instructors, and teaching assistants with the basic equipment and materials to use technology in language education. These include a large collection of audiovisual equipment, a catalog of more than 2,000 language-related audio and video tapes, as well as other instructional resources such as reel-to-reel tapes, language-specific games, and a sound booth. FLIT offers instructional and technical support for implementing and using technology in language education.

FOLA

1105 Jimenez Hall, (301) 405-4046
<http://www.inform.umd.edu/EdRes/Colleges/ARHU/Depts/langctr/fola/page1a.htm>
Coordinator: Naime Yaramanoglu

The FOLA (Foreign Language) Program enables qualified students with high motivation to acquire a speaking knowledge of a number of foreign languages not offered in regular campus programs. While instruction is basically self-directed, students meet regularly with a native-speaking tutor for practice sessions to reinforce what has already been covered through the individual use of books and audio tapes. Final examinations are administered by outside examiners who are specialists in their fields.

Business, Culture and Languages Program

1120M Francis Scott Key Hall, (301) 405-8183
<http://www.inform.umd.edu/ARHU/Depts/BusCultureLang/>
Director: Anna Helm Kurz

The Business, Culture & Languages Program offers undergraduate students at the University of Maryland a comprehensive education specifically designed to help them compete in the global marketplace by bridging the two disciplines of business and language. In addition to the study of business and foreign language, BCL attempts to help students develop cultural sensitivity and the ability to adjust to different cultural contexts. The Business, Culture & Languages Program distinguishes itself by offering a flexible structure of study options, an interdisciplinary curriculum, and a menu of "non-traditional" course choices. The basic program is a double major in business and foreign language. For those students who prefer to carry a single major, but still want an emphasis in either business or languages, a citation in either business language or business and management is available.

Maryland English Institute

2140 Taliaferro Hall, (301) 405-8634
<http://www.inform.umd.edu/MEI>
Director: Marsha Sprague

The Maryland English Institute (MEI) offers special instruction in English to students at the University of Maryland who need to improve their competence in the language before they are able to undertake a full program of academic work. Two programs are offered: a half-time semi-intensive course and a full-time intensive course.

Semi-intensive. This program is open only to University of Maryland students, both graduate and undergraduate, who fall within a TOEFL score range of 475-574. Candidates in this proficiency range may be admitted to the University of Maryland on a provisional basis, requiring them to satisfactorily complete the MEI semi-intensive program in order to become full-time students. Classes meet two hours per day, five days per week. In addition, students have two hours per week of assigned work in the language laboratory. The program is designed especially to perfect the language skills necessary for academic study at the University of Maryland. Enrollment is by permission of the director, and no credit is given toward any degree at the university.

Intensive. This full-time English-as-a-Foreign-Language program is open to non-native speakers of English who need improvement in their English competence before they can undertake any academic study at a college or university in the United States. On the basis of an entrance examination, students will be assigned to classes at their particular proficiency levels. They will have 22 hours of instruction per week during the regularly scheduled semester and an eight-week summer session. The program is intended primarily for students who wish to enroll at the University of Maryland after completing their language instruction. However, satisfactory completion of the language program does not guarantee acceptance at the University. Enrollment is by permission of the director and no credit is given toward any degree at the university.

Course Code: ARHU

COLLEGE OF BEHAVIORAL AND SOCIAL SCIENCES (BSOS)

2141 Tydings Hall, (301) 405-1697
 bsosque@bsos.umd.edu (for BSOS advising questions)
<http://www.bsos.umd.edu/dean/dean.html>
<http://www.bsos.umd.edu/advice>

Professor and Dean: Irwin L. Goldstein
 Associate Dean: Stewart L. Edelstein
 Associate Dean: Robert E. Steele
 Assistant Dean: Katherine Pedro Beardsley
 Assistant Dean: Cynthia Hale
 BSOS Advising Center: (301) 405-1697

The College of Behavioral and Social Sciences is comprised of a diverse group of disciplines and fields of study all of which emphasize a broad liberal arts education as the foundation for understanding the environmental, social, and cultural forces that shape our world. At the heart of the behavioral and social sciences is the attempt to understand human beings, both individually and in groups. Disciplines in the behavioral and social sciences use approaches that range from the scientific to the philosophical, from the experimental to the theoretical. Integral to all the disciplines, however, is the development and application of problem solving skills, which in combination with other academic skills, enable students to think analytically and to communicate clearly and persuasively. Students interested in human behavior and in solving human and social problems will find many exciting opportunities through the programs and courses offered by the College of Behavioral and Social Sciences.

The College is composed of the following departments, each offering a major program that leads to the Bachelor of Arts or the Bachelor of Science degree, as appropriate:

Afro-American Studies Program*
 Department of Anthropology
 Department of Criminology and Criminal Justice
 Department of Economics
 Department of Geography
 Department of Government and Politics
 Department of Hearing and Speech Sciences
 Department of Psychology
 Department of Sociology

In addition, the College is a major contributor to the Environmental Science and Policy Program, and sponsors several of its areas of concentration.

*The Afro-American Studies Program also offers an undergraduate certificate requiring 21 semester hours of course work (see Undergraduate Certificate Programs in chapter 7).

Advising

The BSOS Advising Center coordinates advising and maintains student records for BSOS students. Advisers are available to provide information concerning University requirements and regulations, transfer credit evaluations, and other general information about the University by appointments taken on a walk-in basis from 9 a.m. to 5 p.m. daily. Undergraduate advisers for each undergraduate major are located in the department offices. These advisers are available to assist students in selecting courses and educational experiences in their major area of study consistent with major requirements and students' educational goals.

Graduation Requirements

Each student must complete a minimum of 120 hours of credit with at least a 2.0 cumulative grade point average. Courses must include the credits required in the University's general education requirements (CORE) and the specific major and supporting course and grade requirements of the programs in the academic departments offering bachelor's degrees.

Students must complete 15 upper-level credits and 12 major credits in the student's final 30 credits.

All students are urged to speak with an academic adviser in the College Advising Office at least two semesters before graduation to review their academic progress and discuss final graduation requirements.

Honors

Undergraduate honors are offered to graduating students in the Afro-American Studies Program and the departments of Anthropology, Criminology and Criminal Justice, Economics, Geography, Government and Politics, Psychology, and Sociology.

Dean's Scholars. To be named a Dean's Academic Scholar is the highest academic award that a BSOS student can earn in the College. Dean's Scholars are those graduating seniors who have completed 60 credits at the University of Maryland, College Park and have maintained a minimum cumulative grade point average of 3.8.

Dean's List. Any student who has passed at least 12 hours of academic work in the preceding semester, without failure of any course and with an overall average grade of at least 3.5 will be placed on the Dean's List. The Distinguished Dean's list consists of students who have completed successfully a minimum of credit hours in the preceding 8 semesters with a 4.0.

Student Organizations and Honor Societies

Students who excel in their academic discipline may be selected for membership in an honorary society. Honoraries for which students in BSOS are chosen include:

Alpha Kappa Delta—Sociology
 Alpha Phi Sigma—Criminal Justice
 Gamma Theta Upsilon—Geography
 Lambda Epsilon Gamma—Law
 Omega Delta Epsilon—Economics
 Pi Sigma Alpha—Political Sciences
 Psi Chi—Psychology

Students who major in the Behavioral and Social Sciences have a wide range of interests. The following is a list of student organizations in the disciplines and fields of the Behavioral and Social Sciences:

Anthropology Student Organization
 Conservation Club
 Criminal Justice Student Association
 Economics Club
 Geography Club
 Government and Politics Club
 Minority Pre-Professional Psychology Society
 National Student Speech-Language and Hearing Association (NSSLHA), Maryland Chapter
 Pre-Medical Society (Pre-Med/Psychology Majors)
 The Forum (Sociology)
 Thurgood Marshall Pre-Law Society

For more information about these student organizations or starting a new student group, please contact the Office of Campus Activities, 1191 Adele H. Stamp Student Union, (301) 314-7174.

Field Experiences/Pre-Professional and Professional Training

Pre-professional training and professional opportunities in the behavioral and social sciences are available in many fields. The internship programs offered by many departments in the College provide students with practical experience working in governmental agencies, nonprofit organizations, corporations, and the specialized research centers and laboratories of the College.

Undergraduate Research Opportunities

Undergraduate research internships allow qualified undergraduate students to work with research laboratory directors and faculty in departments and specialized research centers, thus giving the student a chance for a unique experience in the design and conduct of research and scholarship. Students are advised to consult with their department advisers on research opportunities available in the major.

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Special Resources and Opportunities

James MacGregor Burns Academy of Leadership

1126 Taliaferro Hall, (301) 405-5751

The James MacGregor Burns Academy of Leadership was established to foster future generations of political and public leaders through education, research, service and training. The Academy's educational undergraduate activities include the College Park Scholars in Public Leadership program, an upper-level curriculum in political leadership, courses in advanced leadership studies, and extensive internship and independent study opportunities. The Academy's research activities focus on leadership, political leadership, ethics, and political participation. Graduate students are engaged in research projects on political leadership and participation. Pulitzer Prize-winning Professor James MacGregor Burns serves as Senior Scholar and Research Director of the Center for the Advanced Study of Leadership. The Kellogg Leadership Studies Project, housed at the Academy, is a research network of 80 of the country's most eminent leadership scholars. The Kellogg National Resource Center for Public Leadership links citizens, communities, activists, and scholars from around the world. The Academy has provided leadership and civic education training in the U.S. and in 28 countries around the world. Curriculum projects and other initiatives are funded by foundations and the federal government. Georgia Sorenson, Ph.D., is the Director and former U.S. Senator Bill Bradley is the Chair of the Board.

Office of Academic Computer Services (OACS)

0221 LeFrak Hall, (301) 405-1670

The College believes strongly that the study of behavioral and social sciences should incorporate both quantitative analysis and computational skills. Consequently, curricula in most departments require some course work in statistics, quantitative research methods, and the use of computers. The BSOS Office of Computer Services provides undergraduate students in the College with the facilities and staff assistance to satisfy a wide range of computer-related needs. The OACS operates eight computer classroom facilities and a special purpose graphics lab which are available for both in and out-of-class student use.

Research and Service Units

The College of Behavioral and Social Sciences sponsors several special purpose, college-wide research centers. These centers include **The High Intensity Drug Traffic Agency** and the **Center for Substance Abuse Research**. These interdisciplinary centers often offer internships and a selected number of undergraduate research assistant opportunities for interested students. These research experiences offer excellent preparation for future graduate study and/or job opportunities in the private and public sectors.

The Center for International Development and Conflict Management

0145 Tydings Hall, (301) 314-7703

Director: Ernest Wilson

The Center for International Development and Conflict Management is a research center in the Department of Government and Politics focusing on the management and resolution of protracted conflict in the world today. Established in 1981, the Center has a staff composed of University faculty, visiting fellows, and associates involved in study of contemporary international and intercommunal conflicts, including their causes, dynamics, management strategies, and peaceful resolution.

Center for Substance Abuse Research (CESAR)

Director: Eric D. Wish, (301) 403-8329

Established in 1990, CESAR is a research unit co-sponsored by the College of Behavioral and Social Sciences and the College of Health and Human Performance. CESAR staff gather, analyze, and disseminate timely information on issues of substance abuse and monitor alcohol- and drug-use indicators throughout Maryland. CESAR aids state and local governments in responding to the problem of substance abuse by providing the above-stated information, as well as technical assistance and research. Faculty members from across campus are involved with CESAR-based research, creating a center in which substance-abuse issues are analyzed from multidisciplinary perspectives. Students obtain advanced technical training and hands-on experience through their involvement in original surveys and research.

The Washington/Baltimore HIDTA Research Program

Director: Thomas H. Carr, 301-489-1700

Established in 1994, the Washington/Baltimore HIDTA Research Program is co-sponsored by the College of Behavioral and Social Sciences and President Clinton's Office of National Drug Control Policy. This program is funded by Congress to help coordinate and fund the fight against drug-related crime and to treat drug-addicted criminal offenders. HIDTA efforts integrate prevention and law enforcement at the community level to reduce the involvement of high-risk youth in drug trafficking careers and criminal behavior. HIDTA also works with private industry and government to form partnerships geared toward the development of commercial software for use by law enforcement, criminal justice, treatment and regulatory agencies. The Washington/Baltimore HIDTA employs a multi-disciplinary approach that incorporates law enforcement, treatment/criminal justice and prevention through a regional strategy that includes all these disciplines. Faculty members from across campus are involved with HIDTA-based research, and students obtain advanced technical training and hands-on experience through their involvement in data collection, original surveys, geo-mapping and research.

THE ROBERT H. SMITH SCHOOL OF BUSINESS (BMGT)

Office of Undergraduate Studies: 1308 Van Munching Hall, (301) 405-2286

Professor and Dean: Frank

Professor and Senior Associate Dean: Olian

Professor and Associate Dean: Leete

Associate Dean of Corporate Programs and Services: Dennis

Professor and Director of Doctoral Program: Gordon

Assistant Dean of the Masters' Programs: Wellman

Assistant Dean and Director for Undergraduate Programs: Cleveland

Associate Director for Undergraduate Programs: Horick

Academic Advisors for Undergraduate Programs: Lang, Minis, Smit, Buddenhagen

The Robert H. Smith School of Business recognizes the importance of education in business and management to economic, social, and professional development through profit and nonprofit organizations at the local, regional, national, and international levels. The faculty are scholars, teachers, and professional leaders with a commitment to superior education in business and management, specializing in accounting, finance, decision and information sciences, management science and statistics, management and organization, marketing, logistics and transportation, and business and public policy. The Smith School of Business is accredited by the American Assembly of Collegiate Schools of Business, the official national accrediting organization for business schools.

Degrees

The university confers the following degrees: Bachelor of Science (B.S.), Master of Business Administration (M.B.A.), Master of Science (M.S.), and Doctor of Philosophy (Ph.D.). Information concerning admission to the M.B.A. or M.S. program is available from the School's Assistant Dean of the Masters' Programs (301-405-2279).

Undergraduate Program

The undergraduate program recognizes the need for professional education in business and management based on a foundation in the liberal arts. In addition, the program's internationally integrated curriculum prepares students to be effective and responsible managers in today's dynamic business environment.

A student in business and management selects a major in one of several curricula: (1) Accounting; (2) Decision and Information Sciences; (3) Finance; (4) General Business and Management (including an International Business option); (5) Operations and Quality Management; (6) Marketing; (7) Human Resource Management; or (8) Logistics and Transportation. Students interested in institutional management, insurance, or real estate may plan with their advisers to select elective courses to meet their specialized needs; however, this interest is in addition to completion of one of the above majors.

Honors Program

The Robert H. Smith School of Business Honors Program has two components: class study and individual study. Together, these provide for in-depth inquiry and research into the field of business. Admission is administered through the Honors Admission Committee. Interested students should contact the Honors Program Coordinator in the Office of Undergraduate Programs, 1308 Van Munching Hall, (301) 405-2286.

Advising

General advising for students admitted to the Smith School of Business is available Monday through Friday in the Office of Undergraduate Programs, 1308 Van Munching Hall, (301) 405-2286. It is recommended that students visit this office each semester to ensure that they are informed about current requirements and procedures.

Transfer students entering the university can be advised during spring, summer, and fall transfer orientation programs. Contact the Orientation Office for further information, (301) 314-8217.

Admission to Smith School of Business

See chapter 1 for general LEP admissions policies

Current policies affect students entering the University System of Maryland or the Maryland Community College system in Fall 1999, and thereafter. Students enrolled at the University System of Maryland or in the Maryland Community College system prior to Fall 1999 will continue to be admitted under the admissions criteria in effect for the Fall 1998 term. Grandfathered students, however, will be given the option of entering under the new requirements.

Freshman Admission

Admission to the BMGT degree programs is competitive. A limited number of freshmen who demonstrate outstanding talent will be admitted directly to their BMGT major of choice (e.g. Accounting, Finance, etc.). Admission will be on a space available basis. All students are urged to apply early.

Students not directly admitted to the Smith School of Business can be admitted to the Division of Letters & Sciences, with some of these students enrolling in the Markets and Society program. These students can apply for admission to Business in the semester in which they earn 45 credits. (See Transfer Admission below)

Transfer Admission for Students from On or Off Campus

Students must satisfy the following criteria by the semester in which they earn 45 credits:

- 3.0 gpa in all college level course work attempted
- Fundamental Studies Math and Freshman Writing (ENGL 101).
- 50% of CORE General Education requirements
- ECON 200 with a C or better
- BMGT 220 and 230/231 with a C or better

Students who wish to apply to the Smith School of Business after they have earned 45 credits must file an application, satisfy the above gateway requirements, and also complete, by the semester in which they earn 56 credits:

- ECON 201 with a C or better
- BMGT 221 with a C or better

by the semester in which they earn 56 credits.

Students who begin study in another major at College Park, and who were eligible for direct admission from high school, may be admitted to the Smith School of Business at any time during their first two semesters on campus. Students who satisfy the above requirements are guaranteed admission to the Robert H. Smith School of Business.

Appeals to this Policy

Appeals to this policy may be filed with the Office of Undergraduate Admissions, on the ground floor Mitchell Building. Such appeals will require documentation of unusual, extenuating, or special circumstances.

Statement of Policy on Transfer of Credit from Community Colleges

It is the practice of the Smith School of Business to consider for transfer from a regionally accredited community college only the following courses in business administration: an introductory business course, business statistics, introduction to computing (equivalent to BMGT 201), or elementary accounting. Thus, it is anticipated that students transferring from another regionally accredited institution will have devoted the major share of their academic effort below the junior year to the completion of basic requirements in the liberal arts. A total of 60 semester hours from a community college may be applied toward a degree from the Smith School of Business.

Other Institutions

The Smith School of Business normally accepts transfer credits from regionally accredited four-year institutions. Junior- and senior-level business courses are accepted from colleges accredited by the American Assembly of Collegiate Schools of Business (AACSB). Junior- and senior- level business courses from other than AACSB-accredited schools are evaluated on a course-by-course basis to determine transferability.

The Smith School of Business requires that at least 50 percent of the business and management credit hours required for a business degree be earned at the University of Maryland, College Park.

Summary of Bachelor of Science Degree Requirements (all curricula)

At least 45 hours of the 120 semester hours of academic work required for graduation must be in business and management subjects. A minimum of 58 hours of the required 120 hours must be in 300- or 400-level courses. In addition to the requirement of an overall cumulative grade point average of 2.0 (C average) in all university course work. Effective Fall 1989, all business majors must earn a C or better in all required courses, including Economics, Mathematics, and Communication. Electives outside the curricula of the School may be taken in any department of the university, if the student has the necessary prerequisites.

Freshman-Sophomore School Requirements	Credit Hours
MATH 220* or 140**—Elementary Calculus I or Calculus I.....	3 or 4
BMGT 201—Computer Applications in Business	3
BMGT 220 and 221—Principles of Accounting I and II.....	6
BMGT 230 or 231**—Business Statistics	3
ECON 200 and 201—Principles of Micro + Macro Economics	8
COMM 100 or 107—Foundations of Speech Comm. or Speech Comm.	3
Total	26-31
* MATH 220 and 221 are required for Operations and Quality Management (managerial track) majors.	
** MATH 140 and 141 are required for Decision and Information Science and Operations and Quality Management (technical track) majors.	
*** BMGT 231 is required for Decision and Information Science and Operations and Quality Management (technical track) majors.	

Junior-Senior School Requirements	Credit Hours
BMGT 340—Business Finance	3
BMGT 350—Marketing Principles and Organization	3
BMGT 364—Management and Organizational Theory	3
BMGT 367—Career Search Strategies in Business	1
BMGT 380—Business Law	3
BMGT 495 or 495A—Business Policies	3
Economics (see below).....	3-6
Total	19-22

Economics Requirements

3-6 credits of approved upper-level economics courses are required by the Smith School of Business (see above Junior-Senior College Requirements). Please see the Undergraduate Studies office in 1308 Van Munching Hall for approved options under each major.

Major Requirements

Under each major, 18-21 credits are required. The specific requirements for each major are listed on the following pages.

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A Typical Program for the Freshman and Sophomore Years

Freshman Year	Credit Hours
CORE and/or electives	9
ENGL 101 or equivalent	3
MATH (depending on placement)*	3
First semester total	15
CORE and/or electives	9
COMM 100 or 107	3
MATH or BMGT 230/231*	3
Second semester total	15
Sophomore Year	
CORE	3
BMGT 201 (Prereq. Sophomore Standing)	3
BMGT 220 (Prereq. Sophomore Standing)	3
ECON 200	4
MATH or BMGT 230/231*	3
Third semester total	16
CORE and/or electives	6
ECON 201	4
BMGT 221 (Prereq. BMGT 220)	3
BMGT 230 (Prereq. MATH 220*) or 231* (Prereq. MATH 141) or elective	3
Fourth semester total	16

* See Freshman-Sophomore School requirements for appropriate math and statistics courses.

Curricula

Accounting

Chair: J. Bedingfield
 Professors: Bedingfield, Gordon, M. Loeb, S. Loeb
 Associate Professor: Kim
 Assistant Professors: Campbell, Park, Peters, Sengupta, Shaw

Accounting, in a limited sense, is the analysis, classification, and recording of financial events and the reporting of the results of such events for an organization. In a broader sense, accounting consists of all financial systems for planning, controlling, and appraising performance of an organization. Accounting includes among its many facets: financial planning, budgeting, accounting systems, financial management controls, financial analysis of performance, financial reporting, internal and external auditing, and taxation.

The accounting curriculum provides an educational foundation for careers in accounting and other management areas whether in private business organizations, government and nonprofit agencies, or public accounting firms.

Course requirements for the junior-senior curriculum concentration in accounting are as follows:

	Credit Hours
BMGT 310, 311—Intermediate Accounting I and II	6
BMGT 321—Cost Accounting	3
BMGT 323—Income Tax Accounting	3
Three of the following courses:	9
BMGT 326—Accounting Systems	
BMGT 410—Fund Accounting	
BMGT 411—Ethics and Professionalism in Accounting	
BMGT 417—Advanced Tax Accounting	
BMGT 420, 421—Undergraduate Accounting Seminar	
BMGT 422—Auditing Theory and Practice	
BMGT 424—Advanced Accounting	
BMGT 426—Advanced Cost Accounting	
BMGT 427—Advanced Auditing Theory and Practice	
Total	21

The basic educational requirements of the Maryland State Board of Public Accountancy to sit for the CPA examination are a baccalaureate or higher degree with a major in Accounting or with a non-accounting degree supplemented by course work the Board determines to be substantially the equivalent of an Accounting major. Students planning to take the CPA examination for certification and licensing outside Maryland should determine the educational requirements for that state and arrange their program accordingly.

Since June 30, 1999, all applicants who desire to take the CPA examination in Maryland have been required to have completed 150 semester hours of college work as well as other specified requirements.

Decision and Information Technologies

Chair: Assad
 Professors: Assad, Ball, Bodin, Fu, Gass, Golden
 Associate Professors: Agarwal, Alt, Fromovitz, Raschid, Sambamurthy, Widhelm
 Assistant Professors: Faraj, Gosian, Lele, Palmer, Parameswaran, Raghavan, Venkatesh, Zantek

The Department of Decision and Information Technologies offers a major in Operations and Quality Management. Within that major it also offers a specialization in Decision and Information Sciences. The specialization and the major are described below.

Decision and Information Sciences (Management Science/Statistics Decision & Information Science Option)

Decision and Information Sciences (DIS) provides the data processing skills, the managerial and organizational skills, and the analytical skills required to design and manage business information processing systems. This program gives students a basis in the functional areas of marketing, finance, production, and accounting. In addition, it provides an in-depth knowledge of information processing technology, information processing implementation techniques, and management science and statistics.

	Credit Hours
BMGT 302—Business Computer Application Programming	3
BMGT 305—Survey of Business Information Systems & Technology	3
BMGT 407—Info Systems Projects	3
Two of the following courses:	3
BMGT 430, 434, 435, or 486	6
Two of the following courses:	6
BMGT 402, 403, 406, or 405	6
Total	21
One of the following courses:	3
ECON 305, 306, 430, or 440	3
Total	3

Operations and Quality Management

The Operations and Quality Management major involves the management of resources for the production of goods or services. This includes such functions as workforce planning, inventory management, logistics management, production planning and control, and resource allocation; and emphasizes total quality management principles. Career opportunities exist in manufacturing, retailing, service organizations, and government.

Students pursuing the managerial track must complete MATH 220 and 221 and BMGT 230 prior to junior standing. Students selecting the technical track must complete MATH 140 and 141 and BMGT 231 prior to junior standing; and those interested in graduate work are strongly advised to take MATH 240 and 241 as well.

The course requirements for the junior-senior curriculum concentration in Operations and Quality Management are as follows:

	Credit Hours
BMGT 332—Operations Research for Management Decisions	3
BMGT 385—Production Management	3
BMGT 486—Total Quality Management	3
One of the following courses (check prerequisites):	3
BMGT 321—Cost Accounting	
BMGT 440—Financial Management	
Managerial or Technical Track Options	6
Total	18
Managerial Track, two of the following courses:	
BMGT 360—Human Resource Management	
BMGT 372—Introduction to Logistics Management	
BMGT 472—Advanced Logistics Operations	
OR	
Technical Track, two of the following courses:	
BMGT 430—Linear Statistical Models in Business	
BMGT 431—Design of Statistical Experiments in Business	
BMGT 434—Introduction to Optimization Theory	
BMGT 435—Introduction to Applied Probability Models	

Finance

Chair: Senbet
 Professors: Kolodny, Madan, Maksimovic, Senbet
 Associate Professors: Bakshi, Phillips, Triantis, Unal
 Assistant Professors: Ju, Marquez, Prabhala, Zuta

Finance encompasses:

- (1) Corporate finance: The financial management of small and large businesses
- (2) Investments: The management of securities and portfolios
- (3) Financial institutions and markets: The management of financial institutions and the study of their role in the economy

The Finance curriculum is designed to familiarize the student with the institutions, theory, and practice involved in the allocation of financial resources within the private sector. It provides an educational foundation for careers involving corporate financial analysis and management, investment analysis and portfolio management, investment banking, risk management, commercial banking, and international finance; it also provides a foundation for graduate study in business administration, economics, and law.

Course requirements for the junior-senior curriculum concentration in Finance are as follows:

Credit Hours

Both of the following courses:	6
BMGT 343—Investments	
BMGT 440—Financial Management	
Three of the following courses:	9
BMGT 443—Security Analysis and Valuation	
BMGT 444—Futures Contracts and Options	
BMGT 445—Commercial Bank Management	
BMGT 446—International Finance	
BMGT 447—Internship and Research in Finance	
BMGT 498—Special Topics in Business and Management (Finance)	
One of the following courses:	3
BMGT 310—Intermediate Accounting	
BMGT 332—Operations Research for Management Decisions	
BMGT 430—Linear Statistical Models in Business	
BMGT 434—Introduction to Optimization Theory	
Total	18

NOTE: Students may take alternative courses in Section 2 and 3 subject to availability and approval of the chairperson.

Management and Organization

Chair: Taylor
 Professors: Bartol†, Carroll†, Gannon, Gupta†, Levine, Locke†, Olian, Russell, Sims, Smith†, Taylor
 Associate Professor: Reger, Shane, Stevens
 Assistant Professor: Lepak, Lofstrom, Tesluk, Williamson
 †Distinguished Scholar-Teacher

The Department of Management and Organization offers a bachelor's degree program in Human Resources Management. Human Resource Management is the direction of human effort. It is concerned with securing, maintaining and utilizing an effective work force. People professionally trained in Human Resource Management find career opportunities in business, government, educational institutions, and charitable and other organizations. Course requirements for the junior-senior curriculum in Human Resource Management are as follows:

Credit Hours

BMGT 360—Human Resource Management	3
BMGT 460—Human Resource Management-Analysis and Problems	3
BMGT 462—Employment Law	3
BMGT 464—Organizational Behavior	3
BMGT 467—Undergraduate Seminar in HRM	3
One of the following courses (check prerequisites):	3
BMGT 362—Labor Relations	
BMGT 398—Internship in HRM	
GVPT 411—Public Personnel Management	
JOUR 330—Public Relations	
PSYC 451—Principles of Psychological Testing	
Total	18

Marketing

Chair: Krapfel
 Professors: Greer, Jolson (Emeritus), Ratchford
 Associate Professors: Biehal, Kannan, Krapfel, Nickels, Wagner
 Assistant Professors: Balachander, Frels, Lefkoff-Hagius, Shankar, Sheinin

The goal of marketing is to satisfy all the stakeholders of the firm—employees, dealers, stockholders, and customers—by seeing that quality goods and services are developed and provided at fair prices and in a way that benefits the community and society. World-class competition has forced businesses to develop marketing programs that are as good as the best. This means getting closer to the customer, joining other organizations to create value for the consumer, and designing integrated distribution and communication programs that provide a seamless flow from producers to consumers. Pricing, communication/promotion, product/service, and distribution activities inherent in the development of marketing programs are applicable to non-profit organizations, business-to-business organizations, and firms that sell to ultimate consumers.

Many types of careers are available to the marketing major. These include, but are not limited to: sales, advertising, retailing, product/service management, and marketing research. Because of the many different employment opportunities in marketing, many marketing electives are offered along with three core courses required of all marketing majors—consumer analysis, marketing research, and marketing strategy.

Course requirements for the junior-senior curriculum concentration in Marketing are as follows:

Credit Hours

BMGT 451—Consumer Analysis	3
BMGT 452—Marketing Research Methods	3
BMGT 457—Marketing Policies and Strategies	3
Three of the following courses (check prerequisites):	9
BMGT 351—Direct Marketing	
BMGT 353—Retail Management	
BMGT 357—Retailing and Marketing Internship (3 credits only)	
BMGT 372—Traffic and Physical Distribution Management OR	
BMGT 431—Design of Statistical Experiments in Business	
(only one of BMGT 372 and 431 may be taken)	
BMGT 453—Industrial Marketing	
BMGT 454—International Marketing	
BMGT 455—Sales Management	
Total	18

Logistics, Business, and Public Policy

Chair: Grimm
 Professors: Corsi, Grimm, Leete, Morici, Preston†
 Associate Professors: Dresner, Evers, Ostas, Windle
 Assistant Professors: Bailey, Carter, Feinberg, Newberg, Shaffer
 † Distinguished Scholar-Teacher

Logistics and Transportation

The program is designed to produce outstanding professionals in the field of logistics and transportation. Logistics management deals with managing the flow of goods from a business firm's suppliers, through its facilities, and on to its customers. It is of critical importance in establishing a competitive advantage. Proper performance of the logistics function can contribute to both lower costs and enhanced customer service.

While transportation is the heart of logistics, inventory management, warehousing, order processing, materials handling, packaging, plant and warehouse location, and customer service are also important logistics activities. These logistics activities comprise 20 to 30 percent of total cost for many U.S. businesses. The cost of freight transportation alone is about 8 percent of the nation's annual domestic product.

Course requirements for the junior-senior curriculum concentration in Logistics and Transportation are as follows:

Credit Hours

BMGT 370—Introduction to Transportation Management	3
BMGT 372—Introduction to Logistics Management	3
BMGT 476—Applied Computer Models in Logistics and Trans. Mgmt.	3
Two of the following courses:	6
BMGT 470—Advanced Transportation Management	
BMGT 472—Advanced Logistics Operations	
BMGT 473—Advanced Transportation Policies	
BMGT 475—Advanced Logistics Strategy	

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One of the following courses:	3
BMGT 332—Operations Research for Management Decisions	
BMGT 373—Logistics and Transportation Internship	
BMGT 385—Production Management	
BMGT 453—Industrial Marketing	
BMGT 470, 472, 473 or 475 (depending on choices above)	
BMGT 474—Urban Transportation Systems	
BMGT 477—International Logistics and Transportation Management	
BMGT 482—Business and Government	
Total	18

General Business and Management

The General Curriculum is designed for those who desire a broader course of study in business and management than offered in the other College curricula. The General Curriculum is appropriate, for example, for those who plan to enter small-business management or entrepreneurship where general knowledge of the various fields of study may be preferred to a more specialized curriculum concentration.

Course requirements for the junior-senior curriculum concentration in General Business and Management are as follows:

	Credit Hours
Accounting/Finance	
One of the following courses:	3
BMGT 321—Cost Accounting	
BMGT 440—Financial Management	
Management Science/Statistics	
One of the following courses:	3
BMGT 332—Operations Research for Management Decisions	
BMGT 385—Production Management	
BMGT 431—Design of Statistical Experiments in Business	
BMGT 433—Statistical Decision Theory in Business	
Marketing	
One of the following courses:	3
BMGT 353—Retail Management	
OR a higher number marketing course (check prerequisites)	
Personnel/Labor Relations	
One of the following courses:	3
BMGT 360—Human Resource Management	
BMGT 362—Labor Relations	
Public Policy	
One of the following courses:	3
BMGT 482—Business and Government	
BMGT 496—Business Ethics and Society	
Transportation/Physical Distribution	
One of the following courses:	3
BMGT 370—Introduction to Transportation Management	
BMGT 372—Introduction to Logistics Management	
Total	18

International Business

International Business is an option in the General Business major and responds to the global interest in international economic systems and their multicultural characteristics. This degree option combines the college-required courses with five International Business courses and a selection of language, culture, and area studies courses from the College of Arts and Humanities and the College of Behavioral and Social Sciences.

Course requirements for the junior-senior curriculum concentration in General Business and Management, International Business option, are:

	Credit Hours
BMGT 372—Introduction to Logistics Management	3
BMGT 392—Introduction to International Business	3
BMGT 454—International Marketing	3
BMGT 477—International Logistics and Transportation Management	3
BMGT 446—International Finance	3
Any 400-level BMGT course or an agreed-upon foreign language course	3
Total	18

Students are strongly encouraged to complete the language option to increase the applicability of the International Business option.

Business and Law, Combined Program

In this program, a student completes three years in a chosen major in the business school and, on gaining admission to the University of Maryland School of Law, may use the first year of law school to complete the B.S. requirements provided he/she earns an average grade of C or better. Satisfactory completion of an additional two years in law school will earn the law degree. A student who fails to gain admission to law school, which is highly competitive and contingent on meeting the applicable standards of the school, will be permitted to complete the final year for the B.S. degree at College Park. Interested students are responsible for securing from the law school its current admission requirements. The student must complete all the courses required of students in the College, except BMGT 380 and BMGT 495. This means the student must complete all the pre-business courses; both upper-level ECON courses; BMGT 340, 350, and 364; all lower-level CORE requirements; the 15 to 21 hours in the student's specific business major; and enough additional electives to equal a minimum of 90 semester hours, 30 of which must be numbered 300 or above. No business law course can be included in the 90 hours. The last 30 hours of college work before entering law school must be completed in residence at College Park.

Honors

Honor Societies

Beta Alpha Psi. National scholastic and professional honorary fraternity in accounting. Members are elected on the basis of excellence in scholarship and professional service from junior and senior students majoring in accounting in the Smith School of Business.

Beta Gamma Sigma. National scholastic honorary society in business administration. To be eligible students must rank in the upper 5 percent of their junior class or the upper 10 percent of their senior class in the Smith School of Business. Students are eligible the semester after they have earned 45 credits at the University of Maryland, College Park, and have earned a total of 75 credits.

Financial Management Association Honorary Society. National scholastic honorary society sponsored by the Financial Management Association. To be eligible students must be finance majors with a cumulative grade point average of 3.5 for a minimum of 90 credits.

Omega Rho. National scholastic honorary society in operations research, management, and related areas. Members are elected on the basis of excellence in scholarship from junior and senior students majoring in appropriate quantitative areas.

Pi Sigma Phi. National scholastic honorary society sponsored by the Propeller Club of the United States. Membership is elected from outstanding senior members of the University of Maryland chapter of the Propeller Club majoring in transportation in the School of Business.

Student Awards

For high academic achievement, students in the School may receive recognition by the Dean's List; Delta Sigma Pi Scholarship Key; Distinguished Accounting Student Awards; Wall Street Journal Student Achievement Award; and Frito-Lay Student Athlete Scholar Award.

Scholarships

Anderson Consulting Leadership Scholarship; Baltimore Propeller Club/Charles M. Connor Scholarship; James Edward Miller Chapman Educational Foundation Scholarship; J. Carter Hammel Scholarship; and F. Holin Scholarship; Joseph and Olivia Mattingly Logistics and Transportation Scholarship; G. Edward McEvoy Marketing Scholarship; Olga Warren K. Reed Scholarship; Jack B. Sacks Foundation Scholarship; Ernst & A. Wertz "Twink" West Scholarship; Charles A. Taff Scholarship; Young Education Excellence; Leo Van Munching Jr. Marketing Scholarship; NationsBank Educational Endowment; Felix Kaplan Transportation and Logistics Scholarship; Zonta International-Jane M. Klausman Women in Business Scholarship; Adams Future Business Leader Scholarship; Maryland Association of Certified Public Accountants Scholarship; Baltimore Chapter-American Society of Women Accountants Scholarship; Gelman Accounting Award; IACPA Scholarships for Minority Accounting Students; American Society of Women Accountants Scholarship; Don Richard Associates Well Rounded Accountant Scholarship; Mid-Atlantic Treasure Management Scholarship; Outstanding Academic Achievement

Scholarship National Contract Management Association DC Chapter Scholarship; National Association of Purchasing Management Scholarship; Mid-Atlantic Treasury Management Association Scholarship; National Association of Purchasing Management Scholarship; L.L. Waters Scholarship; Women's Transportation DC Chapter Scholarship; Hispanic Scholarship Fund.

Student Professional Organizations

Students may choose to associate themselves with one or more of the following professional organizations: American Marketing Association; Society of Human Resource Management (Human Resource Management); Association of College Entrepreneurs (all business majors); Black Business Society; Dean's Undergraduate Advisory Council; Delta Nu Alpha (Transportation); Delta Sigma Pi (all business majors); Finance, Banking and Investments Society (finance); Gateway Club; National Association of Black Accountants; Phi Chi Theta (all business majors); Logistics and Transportation Society; Institute of Management Accountants; Information Systems Society; Latino Business Society; and Organization of Foreign Business Students.

Course Code: BMGT

COLLEGE OF COMPUTER, MATHEMATICAL, AND PHYSICAL SCIENCES (CMPS)

3400 A.V. Williams, (301) 405-2677
<http://www.cmps.umd.edu>

Professor and Interim Dean: Stephen Halperin
 Associate Dean: Ronald L. Lipsman
 Acting Associate Dean: Deborah R. Bryant
 Assistant Dean: Deborah R. Bryant

The search for new knowledge is one of the most challenging activities of humankind. Universities are the key institutions in society where fundamental research is emphasized. The College of Computer, Mathematical, and Physical Sciences contributes very substantially and effectively to the research activities of the University of Maryland. This College is like a technical institute within a large university. Students majoring in any one of the disciplines encompassed by the College have the opportunity of obtaining an outstanding education in their field.

The College serves both students who continue as professionals in their area of specialization, either immediately upon graduation or after postgraduate studies, and those who use their college education as preparation for careers or studies in other areas. The focused specialist as well as the broad "Renaissance person" can be accommodated. Many research programs include undergraduates either as paid student helpers or in forms of research participation. Students in departmental honors programs particularly are given the opportunity to become involved in research. Other students, too, may undertake research under the guidance of a faculty member.

A major portion of the teaching program of the College is devoted to serving students majoring in disciplines outside of the College. Some of this teaching effort is directed toward providing the skills needed in support of such majors or programs. Other courses are designed as enrichment for non-science students, giving them the opportunity to explore the reality of science without the technicalities required of the major.

The College is strongly committed to making studies in the sciences available to all regardless of their background. In particular, the College is working to rectify the present under-representation of women and minorities in these fields. There are in fact many career opportunities for all those trained in the fields represented by the College.

Structure of the College

The following departments, programs and research units comprise the College:

- Department of Astronomy
- Department of Computer Science
- Department of Geology
- Department of Mathematics
- Department of Meteorology
- Department of Physics
- Applied Mathematics Program*

Chemical Physics Program
 Physical Sciences Program
 Institute for Advanced Computer Studies
 Institute for Physical Sciences and Technology
 Institute for Plasma Research (joint with College of Engineering)
 Earth System Science Interdisciplinary Center

*See the separate listing for the Applied Mathematics Program in chapter 7.

Degree Programs

The following Bachelor of Science (B.S.) degree programs are offered to undergraduates by the departments and programs of the College: Astronomy, Computer Engineering, Computer Science, Geology, Mathematics, Physics, and Physical Sciences.

In addition, the college sponsors one of the areas of concentration in the Environmental Science and Policy Program.

Advising

The CMPS Undergraduate Office, 3400 A.V. Williams Building, (301) 405-2677, centrally coordinates advising and the processing and updating of student records. Inquiries concerning University regulations, transfer credits, and other general information should be addressed to this office. Specific departmental information is best obtained directly from the departments.

Graduation Requirements

1. A minimum of 120 semester hours with at least a C average is required of all Bachelor of Science degrees from the College.
2. Forty-three credit hours which satisfy the general education CORE program requirements of the University. In some instances, courses taken to satisfy these requirements may also be used to satisfy major requirements.
3. Major and supporting coursework as specified under each department or program.
4. The final 30 semester hours must be completed at College Park. Occasionally, this requirement may be waived by the dean for up to 6 of these 30 credits to be taken at another institution. Such a waiver is granted only if the student already has 30 credits in residence.
5. Students must be enrolled in the program in which they plan to graduate by the time they register for the last 15 hours.

Research and Service Units

Institute for Physical Science and Technology

4203 Computer and Space Sciences Building, (301) 405-4875
 Professor and Director: James A. Yorke

The faculty members of the Institute for Physical Science and Technology are engaged in the study of pure and applied science problems that are at the boundaries between those areas served by the academic departments. These interdisciplinary problems afford challenging opportunities for thesis research and classroom instruction. Courses and thesis research guidance by Institute faculty are provided either through the graduate program in chemical physics, the applied mathematics program, or under the auspices of other departments.

COLLEGE OF EDUCATION (EDUC)

Benjamin Building
 Office of Student Services: (301) 405-2344
 E-mail: educ-umd@umail.umd.edu
<http://www.inform.umd.edu/EdRes/Colleges/EDUC>

Dean: Edna Szymanski

The College of Education is a professional college committed to advancing the science and art of teaching/learning, including the practices and processes which occur from infancy through adulthood in both school and non-school settings. The College's mission is to provide preparation for current and future teachers, counselors, administrators, educational specialists, and other related educational personnel, and to create and disseminate the knowledge needed by professionals and policy makers in education and related fields.

68 College of Education

The College is organized into six departments, three of which offer undergraduate majors in teacher education: the Department of Curriculum and Instruction, which offers elementary and secondary education programs; the Department of Human Development and Institute for Child Study, which offers an early childhood program; and the Department of Special Education. Enrollment in the professional teacher education programs in the three departments is limited to those who meet the admission requirements specified below.

Only students who have been admitted to the teacher education programs are permitted to enroll in the professional education course sequences. Students with other majors who have an interest in the area of education may wish to enroll in a variety of other courses offered by the College that deal with schooling, human development, teaching/learning styles, and interaction processes.

In carrying out its mission, the College is committed to a society which is open to and supportive of the educational aspirations of the widest population of learners, and to continuous research and evaluation in relation to teaching and learning in a multicultural, high-tech world. At times, students may be invited to participate actively with graduate students and faculty members in research undertakings and evaluation processes. Students make use of the micro-teaching laboratory, the Center for Learning and Educational Technology, and professional development in school settings.

In addition to the CORE or USP program requirements, education majors have the opportunity to complete 45 to 55 credit hours of work in the arts, sciences and/or humanities. In the teacher education courses, students develop professional skills through active experiences in the college classroom and participate in exploring, learning and practicing with children and teachers in classrooms in the community.

Admission to Teacher Education Professional Course Work

Applicants to the University of Maryland who have declared an interest in education are admitted to a department in the College as intended majors. All intended majors must apply for admission, and be admitted, in order to enroll in coursework in the professional teacher education degree program.

For admission into a teacher education major, a student must (1) complete the English and math lower-level fundamental studies (six credits) with a grade of C or better; (2) earn 45 semester hours with an overall cumulative grade point average of at least 2.5 on a 4.0 scale; (3) submit a personal goal statement that indicates an appropriate commitment to professional education; (4) have prior experiences in the education field; (5) submit three letters of recommendation/reference; and (6) have a passing score on the Praxis I. Admission application forms are available in Room 1210 of the Benjamin Building. Only those who are admitted are able to enroll in the professional education sequence. An overall grade point average of 2.5 must be maintained after admission to Teacher Education to continue in the professional education programs.

A student who initially fails to meet the admission requirements may apply to the College whenever the criteria for admission are met. (Students in the elementary and secondary education programs may apply only twice to the Teacher Education program. For further information, contact the Department of Curriculum and Instruction, Room 2311 Benjamin Building. A plan for becoming eligible for admission may be developed by the student and the department adviser. A Teacher Education Appeals Board reviews appeals from students who do not meet the admission, advancement, or retention criteria. Consult the Student Services Office for policies and procedures regarding appeals.

Criteria for admission to the Teacher Education program apply to any teacher preparation program offered by the University of Maryland. Thus, students desiring a major in health or physical education should apply to the College of Education for admission to the professional program in Teacher Education. Students who are not enrolled in the College of Education but who, through an established cooperative program with another college, are preparing to teach must meet all admission, scholastic and curricular requirements of the College of Education. The professional education courses are restricted to degree-seeking majors who have met College of Education requirements for admission and retention.

Student Teaching

Prior to receiving a student teaching placement, prospective student teachers must have been admitted to Teacher Education and have completed all prerequisites. In programs requiring more than one student teaching placement, the first placement must be satisfactorily completed before the student begins the succeeding placement. Prior to assignment, all students in teacher preparation programs must: (1) have maintained an overall grade point average of at least 2.5 with a minimum grade of C in every course required for the major; (2) have satisfactorily completed all other required course work in their program; (3) apply for student teaching to the Office of Laboratory Experiences one semester in advance; (4) be recommended by their department; (5) have on file favorable ratings from prior supervised experiences in school settings including evaluations of the EDHD 300 (or EDHD 419A/B for Early Childhood) field experiences; and (6) have submitted a criminal history disclosure statement. In addition, state law gives the local school to which the student teacher is assigned the discretion to require a criminal background check prior to placement. Early Childhood Education students must have a certificate indicating freedom from tuberculosis and proof of immunization for measles (rubella). This certificate may be obtained from a private physician, a health department, or the University Health Center.

The student teaching experience is for most students the final experience in a professional program preparing them for the beginning teaching years. This culminating phase of the teacher education program provides the prospective teacher with the opportunity to integrate theory and practice in a comprehensive, reality-based experience. Student teaching placements, as well as all other field experiences, are arranged by the Office of Laboratory Experiences. Student teaching requires a special fee. Please refer to the Schedule of Classes under Financial Information: Fees.

Most student teaching placements and accompanying seminars take place in Professional Development Schools and other field sites collaboratively arranged by the College of Education and participating school systems. The student teaching semester is a full-time commitment. Interference with this commitment because of employment or course work is strongly discouraged. The Office of Laboratory Experiences makes student teaching assignments with consideration given to geographic proximity to student housing, programmatic priorities, and availability of sites, qualified cooperating teachers and field supervisors. Students should be prepared to travel to whichever school has been assigned. Living arrangements, including transportation for the student teaching assignments are the responsibility of the student. Students should contact the Office of Laboratory Experiences if there are any questions regarding this policy.

College of Education Repeat Policy

All registrations in student teaching, regardless of whether a student withdraws or takes a leave of absence, will be counted as an attempt under the campus repeat policy. Only two registrations will be allowed. After two registrations, further attempts at student teaching must be approved by the department and the school-system professionals involved in the teacher candidate's student teaching experience. This policy applies only to students in the College of Education during student teaching.

Graduation Requirements

The College of Education confers the degrees of Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) depending on the amount of liberal arts study included in a particular degree program. Minimum requirements for graduation are 120 semester hours. Specific departmental program requirements for more than the minimum must be fulfilled.

In addition to the university's general education requirements (CORE) and the specific requirements for each curriculum, the College requires that all majors complete EDHD 300 (or EDHD 419 A/B for Early Childhood and EDHD 413 and 420 for Secondary Education), EDPA 301, and three semester hours of an approved communication course. A grade of C or better is required in all pre-professional and professional course work required for the major. An overall grade point average of 2.5 must be maintained after admission to Teacher Education. A grade of S is required in student teaching.

Exceptions to curricular requirements and rules of the College of Education must be recommended by the student's adviser and department chairperson and approved by the Dean.

Accreditation and Certification

All bachelor's-degree teacher preparation programs are accredited by the National Council for Accreditation of Teacher Education and have been approved by the Office of Certification and Accreditation of the Maryland State Department of Education. Accreditation provides for reciprocal certification with other states that recognize national accreditation.

The Maryland State Department of Education issues certificates to teach in the public schools of the state. In addition to graduation from an approved program, the Maryland State Department of Education requires satisfactory scores on the Praxis I and II exams for certification. At the time of graduation, the College informs the Maryland State Department of Education of the graduate's eligibility for certification. Under Maryland law, criminal background checks may be required and considered by the State Department of Education in the awarding of teaching certification, and by employers before granting employment in the teaching field. Certification may be denied or revoked for individuals who have been convicted of crimes of violence and/or child abuse.

The Maryland State Department of Education (MSDE) requires completion of additional courses in reading. Students in secondary, K-12 (Art, Music, Health and Physical Education), and secondary special education must complete a six credit sequence. Students in early childhood, elementary and early grades special education must complete a twelve credit sequence. Check with your department advisor for information on meeting these requirements.

Special Resources and Opportunities

The College of Education offers many special resources and facilities to students, faculty, and the community:

Center for Children, Relationships and Culture
Center of Human Services Development
Center for the Study of Troubling Behavior
Center for Urban Special Education
Center for Young Children
Institute for the Study of Exceptional Children and Youth
Mathematics and Science Teaching Centers
Music Educators National Conference Historical Center
Reading Center

The Student Services Office

1210 Benjamin Building, (301) 405-2344

The Student Services Office provides academic advising for education students regarding admission, orientation, registration, graduation, and certification. At other times, students who have been admitted to the College of Education receive academic advising through their departments. Students are required to complete an academic audit in the Office of Student Services upon admission to the professional teacher education degree program.

The Office of Laboratory Experiences

1207 Benjamin Building, (301) 405-5604

The Office of Laboratory Experiences (OLE) is the liaison unit between the College and the public school systems that serve as laboratories for the preparation of teachers. While the primary role of the OLE is to provide teacher education students with sites for internships, student teaching, and pre-student teaching classroom experience, the office also operates inservice programs for teachers and facilitates research and professional development activities in the schools. OLE Placement Coordinators provide scheduled orientations for student teachers and are available to answer questions about field placements.

The Laboratory of Child Development

4315 Benjamin Building, (301) 405-2816

The Laboratory of Child Development is involved in a range of research activities investigating the social, emotional, and cognitive growth of infants and young children. Laboratory space includes two testing/assessment rooms, a large playroom with one-way mirror capability, and local area network computer facilities. Graduate and undergraduate students who are interested in child development research may apply to the lab and receive course credit for participation in ongoing research projects.

University Credentials Service, Career Center

3121 Hornbake Library, (301) 314-7225

<http://www.CareerCenter.umd.edu>

All seniors graduating in the College of Education are required to complete a credentials file with the Career Center. Credentials consist of student teaching evaluations and recommendations from academic and professional sources. An initial registration fee is required and enables the Career Center to send a student's credentials to interested educational employers, as indicated by the student. Students may also file credentials if completing teacher certification requirements or advanced degrees and if interested in teaching, administrative or research positions in education.

Other services available through TERP (The Employment Registration Program) Online include **job listings** in public and private schools and institutions of higher learning, **on-campus interviews** with state and out-of-state school systems, and **resume referral** to employers interested in hiring education majors. Information and applications from school systems throughout the country, job search publications, and various employment directories are available in the Career Center.

Curriculum Laboratory

0220 Benjamin Building, (301) 405-3173

The Curriculum Laboratory provides reference assistance and offers both general and subject-specific classroom orientations. Resources include curriculum guides, reference books, K-12 textbooks, exemplary instructional materials, standardized test specimens, and material placed on faculty reserve.

Center for Learning and Educational Technology

0307 Benjamin Building, (301) 405-3611

The Center for Learning and Educational Technology helps the College advance the effective use of technology in support of student learning. The Center provides a range of technology and media resources and services to faculty and students. The Center also offers professional development courses, technology planning, consulting assistance, and other outreach services to educators and policy makers throughout the state and region. A number of research, development, and demonstration activities in educational technology are also conducted through the Center's grants and contracts with federal, state, and private funding sources.

Center for Mathematics Education

2226 Benjamin Building, (301) 405-3115

The Center for Mathematics Education provides a mathematics laboratory for undergraduate and graduate students. Occasionally there are tutoring services for children and adolescents. These services are offered in conjunction with specific graduate and undergraduate courses in elementary and secondary school mathematics. Center faculty are engaged in research in mathematics education, serve as consultants to school systems and instructional publishers, and provide in-service teacher education in addition to graduate degree programs.

Center for Young Children (CYC)

Center for Young Children Building, (301) 405-3168

The Center for Young Children is part of the Institute for Child Study/Department of Human Development in the College of Education. It offers a creative learning experience for children three, four, and five years old whose parents are affiliated with the University. The Center engages in child study, curriculum development, and teacher training. Its research and observation facilities are available to parents, faculty, and other persons concerned with the care and education of young children.

Science Teaching Center

2226 Benjamin Building, (301) 405-3161

The Science Teaching Center offers undergraduate and graduate courses and programs in science teaching and in science education research. Center faculty conduct research in science learning and instruction, at levels from elementary school to college, as well as contribute to local, state, and national science education reform efforts.

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Student and Professional Organizations

The College sponsors chapters of Phi Delta Kappa; the Teacher Education Association of Maryland Students (TEAMS), a state/national education association; the Student Assembly, a student governance organization; and Kappa Delta Pi, an honor society in education. The Mary McLeod Bethune Society is a pre-professional organization concerned with minority issues and education. A Chapter of the Council for Exceptional Children is open to undergraduate and graduate students in Special Education and the Department of Music sponsors a student chapter of the Music Educators National Conference (MENC). The Plan of Organization for the College of Education calls for undergraduate student representation on both the College of Education Assembly and College Senate. These organizations assume a critical role in policy development for the College of Education. The Assembly meets at least once a year during the fall semester for its annual meeting. Senate meetings typically occur once a month during the fall and spring semesters. Six full-time undergraduate students are elected at-large as voting members of the Assembly. At least one representative from each of the departments with undergraduates serves on the Assembly. Of the six Assembly members, one is elected to serve as a delegate to the College of Education Senate. Students interested in receiving further information about the College Assembly or Senate should contact the Office of Student Services, Room 1210 Benjamin.

In several departments there are informal organizations of students. Students should contact the individual departments or, in the case of College-wide groups, the dean's office, for additional information regarding these organizations.

A. JAMES CLARK SCHOOL OF ENGINEERING (ENGR)

1137 Glenn L. Martin Hall (formerly Engineering Classroom Building),
(301) 405-3855

<http://www.engr.umd.edu/maryland.htm>

Professor and Interim Dean: Herbert Rabin

Associate Dean: Thomas M. Regan

Assistant Dean: Gary A. Pertmer

Undergraduate Student Affairs: (301) 405-3855

Cooperative Engineering Education: (301) 405-3863

Center for Minorities in Science and Engineering: (301) 405-3878

Women in Engineering: (301) 405-3931

The mission of the Clark School of Engineering at the University of Maryland is to provide quality engineering education, to conduct strong research programs, to foster a close partnership with industry and government, and to provide related service to the campus community and the community at large. A major focus of the School's activities is to provide a quality engineering education with sufficient scope to include the basic and specialized engineering training necessary to the current and emerging needs of society. The School has related responsibility to contribute to the advancement of knowledge by conducting research at the cutting edge of science and technology. Since science and technology are rapidly advancing, the School also has a professional responsibility to provide continuing education programs so the practicing engineer can remain effective. The School faculty and administration also sees as part of its mission, an obligation to serve the needs of the campus community and the community at large in the spirit of collegial cooperation.

Engineers also occupy an intermediary position between scientists and the public because, in addition to understanding scientific principles, they are concerned with the timing, economics, and values that define the use and application of those principles. With this in mind the School fosters a close partnership with industry and government, and also reaches out to both the campus community and the community at large with its services.

Direct Admissions Requirements

1. Freshman applicants who have designated a major offered within the Clark School of Engineering will be admitted directly to that major in the School if they have a Math SAT of 570 and either a combined SAT of 1170 or a GPA of 3.0 (out of 4.0)* in their academic subjects during the 9th, 10th, and 11th grades. **An exception is Computer Engineering, which is highly selective. A limited number of students are admitted for each academic year.

*Minimum GPAs are subject to change each semester.

**An exception is Computer Engineering, which is highly selective. A limited number of students are admitted for each academic year.

2. National Merit and National Achievement Finalists and Semifinalists, Maryland Distinguished Scholar Finalists, Chancellor, Presidential, or Banneker/Key Scholars are admitted directly to the School.

Conditional Admissions Requirements

1. Freshman applicants who do not meet the direct admission requirements can be admitted to the Clark School of Engineering as conditional engineering majors. These students will be subject to two reviews. The first review will be conducted after the student has attempted a math course and at least 12 credits. A student must complete MATH 115 with a grade of B or higher and have a minimum overall GPA of 2.5 for automatic removal of the conditional status at the first review. Students who do not successfully complete the first review will be advised whether they can remain in the School, or to select another course of study.
2. The second review will be conducted for those students who failed the first review but were allowed to continue in the School. This review will be conducted after the student has successfully completed PHYS 161* and at least 24 credits. In order to successfully complete the second review, the student must have an overall GPA of 2.2 and have completed ENES 100 and PHYS 161* with a grade of C or higher in each. The students who pass the second review will automatically have the conditional status removed. Students who do not successfully complete the second review will receive advice concerning available options which could range from removal of the conditional status to selecting a non-engineering major.

45-Credit Review

All students who are admitted to the university as freshmen and become engineering students (direct or conditional) will be subject to a review when they complete 45 credits. The purpose of this review is to determine whether the student should remain in the School, or should be advised to select another, presumably more suitable course of study. In order to successfully complete the review, students must have an overall GPA of 2.0 and have completed MATH 141, ENES 100, PHYS 161*, and CHEM 113 or CHEM 133 with a grade of C or better.

Transfer Admission

Direct Admissions Requirements

Students who matriculated at any college or university must meet the following competitive requirements:

1. cumulative GPA (to be set each year based on enrollment demands, currently 3.0)
2. completion of CHEM 113 or CHEM 133, MATH 141, and PHYS 161* with a grade of C or higher in each.

Special Notes

1. Students with a previous B.A. or B.S. degree will be admitted to the Clark School of Engineering with a minimum GPA of 3.0 and completion of the five prerequisites (MATH 140, MATH 141, CHEM 103, CHEM 113 or CHEM 133, and PHYS 161*) with a grade of C or higher in each.
2. FSU, SSU, UMBC, and UMES students will be admitted to the Clark School of Engineering with the official verification of their enrollment in engineering programs at their respective universities.
3. Maryland community college and Northern Virginia Community College students who meet the Clark School of Engineering freshman direct admission requirements but choose to attend a community college have the following options:
 - a. Remain at the community college in an articulated engineering program and complete at least 56 credits, after which the student will be admitted to the School on application provided he/she has at least a 2.0 GPA at the community college. The student must supply the high school transcript and SAT scores. In the event that the community college does not offer a 56-credit articulated engineering program, the student may transfer earlier.

- b. Transfer to the School upon completing the four required courses (MATH 140, MATH 141, CHEM 133 or CHEM 113, and PHYS 161* with a grade of C or better) and meeting the competitive GPA for the semester of intended enrollment on the College Park campus.

Conditional Admissions Requirements

1. Transfer applicants who do not meet the direct admission requirements may be admitted to the Clark School of Engineering as conditional engineering majors. These students will be subject to two reviews. The first review will be conducted after the student has attempted a math course and at least 12 credits. In order to successfully complete the review and have the conditional status automatically removed, a student must have an overall grade point average of 2.5, grades of C or better in all engineering courses completed, and have, when appropriate, completed MATH 141, PHYS 161*, and CHEM 133 or CHEM 113 with a grade of C or better. Students who do not successfully complete the first review will be advised whether they can remain in the School, or to select another course of study.
2. The second review will be conducted for those students who failed the first review but were allowed to continue in the School. Again, a student must have an overall GPA of 2.2, have completed engineering courses with a grade of C or better, and have, when appropriate, completed MATH 141, PHYS 161*, and CHEM 133 or CHEM 113 with a grade of C or better. Students who do not successfully complete the review will receive advice concerning available options which could range from removal of the conditional status to selecting a non-engineering major.

*Biological Resources program requires PHYS 141 with a grade of C or higher.

Appeal

Students denied direct admission to the School who feel that they have extenuating circumstances may file a written appeal in the Office of Undergraduate Admissions, Mitchell Building. Appeals will be reviewed by the Clark School of Engineering.

Graduation Requirements

Structure of Engineering Curricula: Courses in the normal curriculum or program and prescribed credit hours leading to the degree of Bachelor of Science (with curriculum designation) are outlined in the sections describing each department in the Clark School of Engineering. No student may modify the prescribed number of hours without special permission from the Dean of the School. The courses in each curriculum may be classified in the following categories:

1. Courses in the CORE Liberal Arts and Science Studies Program.
2. Courses in the physical sciences, mathematics, chemistry, physics.
3. Related technical courses, engineering sciences and other courses approved for one curriculum but offered by another department.
4. Courses in the major department. A student should obtain written approval for any substitution of courses from the department chair and the Dean of the School. The courses in each engineering curriculum, as classified below, form a sequential and developmental pattern in subject matter. In this respect, curricula in engineering may differ from curricula in other colleges. Some regulations which are generally applicable to all students may need clarification for purposes of orderly administration among engineering students (see the Academic Regulations in chapter 4). Moreover, the Clark School of Engineering establishes policies which supplement university regulations.

School Regulations

1. The responsibility for proper registration and for satisfying stated prerequisites for any course must rest with the student as does the responsibility for proper achievement in courses in which the student is enrolled. Each student should be familiar with the provisions of this catalog, including the Academic Regulations.
2. Required courses in mathematics, physics, and chemistry have highest priority; and it is strongly recommended that every engineering student register for mathematics and chemistry or mathematics and physics each semester until the student has fully satisfied requirements of the Clark School of Engineering in these subjects.

3. To be eligible for a bachelor's degree in the Clark School of Engineering, a student must have an overall average of at least a C (2.0) and a grade of C or better in all engineering courses (courses with an EN prefix). Responsibility for knowing and meeting all graduation requirements in any curriculum rests with the student.
4. All students are required to complete a number of general education courses and must follow the university's requirements regarding completion of the general education (CORE) Program. Consult the Academic Regulations section of this catalog for additional information. Engineering students who began college-level work (either at the University of Maryland or at other institutions) during the Fall 1989 semester or later are required to complete a junior-level technical writing course regardless of their performance in freshman English classes. This represents a School policy, not a University-wide policy. Students must also plan their general education (CORE) courses to reflect depth as well as breadth. They should plan to take at least two courses (a lower level and at least one upper level course) which follow a theme area. These courses can be from the same department in the humanities and social sciences, or can be different departments as long as course content is related. Advisors are available to answer any questions on the theme requirements.
5. All degree programs in the Clark School of Engineering require a minimum of 120 credits plus satisfaction of all department, School, and University general education (CORE) program requirements. Students should be aware that for all currently existing engineering programs the total number of credits necessary for the degree will exceed 120 by some number that will depend on the specific major and the student's background.

Curricula for the various engineering departments are given in this catalog to illustrate how the programs can be completed in four years. These curricula are rigorous and relatively difficult for the average student. Surveys have shown that only about one-third to one-half of the students actually receive an engineering degree in four years. The majority of students (whether at Maryland or at other engineering schools nationwide) complete the engineering program in four and one-half to five years. It is quite feasible for a student to stretch out any curriculum; this may be necessary or desirable for a variety of reasons. However, students should seek competent advising in order to ensure that courses are taken in the proper sequence.

All students are urged to speak to an advisor in the Clark School of Engineering Student Affairs Office at least two semesters before graduation to review their academic progress and discuss final graduation requirements.

Advising

Advising is available by appointment Monday through Friday, from 8:30 a.m. to 5:00 p.m. Appointments for other hours may be made through special request. The Clark School of Engineering Student Affairs Office, is located in Room 1124 Glenn L. Martin Hall (formerly Engineering Classroom Building), (301) 405-3855. In addition, advising is available with the individual departments. See advising section in the specific engineering department entry for times and location.

Departments and Degrees

The Clark School of Engineering offers the degree of Bachelor of Science in the following fields of study: Aerospace Engineering, Biological Resources Engineering (see also College of Agriculture and Natural Resources), Chemical Engineering, Civil Engineering, Computer Engineering, Electrical Engineering, Fire Protection Engineering, Materials Science and Engineering, Mechanical Engineering, B.S. Engineering (Engineering Option and Applied Science Option). Except for Computer Engineering and the Applied Science Option of the B.S. Engineering degree, all of the above programs are accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology.

The Freshman-Sophomore Years

The freshman and sophomore years in engineering are designed to lay a strong foundation in mathematics, physical sciences, and the engineering sciences upon which the student will later develop a professional program during the upper division (junior and senior) years. During the first two years, students are introduced to the concepts of engineering design and work in multidisciplinary teams. The School course requirements for the freshman and sophomore years are mostly the same for all students, regardless of their intended academic program, thus affording the student maximum flexibility in choosing a specific engineering specialization.

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Engineering Sciences

Engineering Science courses represent a common core of basic material offered to students of several different departments. All freshman and sophomore students of engineering are required to take ENES 100. Other ENES courses, 102, 220, 221, and 230, are specified by the different departments or taken by the student as electives. The responsibility for teaching the engineering science courses is divided among the engineering departments. In addition to the core courses noted above, several courses of general interest to engineering or non-engineering students have been given ENES designations. See the List of Approved Courses in chapter 8 for further descriptions of these courses.

Freshman Curriculum

See individual department requirements in chapter 7. Entering freshman math placements are determined by performance on math placement exams. Placement in MATH 115 or lower will delay by a semester eligibility to take certain engineering courses.

Sophomore Year

During the sophomore year the student selects an academic department (Aerospace, Biological Resources, Chemical, Civil, Computer, Electrical, Fire Protection, Mechanical, or Materials and Nuclear Engineering) and this department assumes the responsibility for the student's academic guidance, counseling, and program planning from that point until the completion of the degree requirements of that department as well as the School. For the specific requirements, see the curriculum listing in each engineering department.

Dual Degree Program

The Dual Degree Program is a cooperative arrangement between the Clark School of Engineering and selected liberal arts colleges which allows students to earn undergraduate degrees from both institutions in a five-year program. A student in the Dual Degree Program will attend the liberal arts college for approximately three academic years (minimum 90 semester hours) and the Clark School of Engineering at the University of Maryland for approximately two academic years (minimum hours required determined individually approximately 60 semester hours).

Dual degree candidates may participate in any of the baccalaureate programs in the Clark School of Engineering.

At the present time the participating institutions in Maryland and the District of Columbia are American University, Bowie State University, Columbia Union College, Coppin State College, Frostburg State University, Morgan State University, College of Notre Dame of Maryland, St. Mary's College of Maryland, Salisbury State University, Towson State University, Western Maryland College, Trinity College, and Washington College. Also participating in the program are Kentucky State University, King College in Tennessee, Shippensburg State University in Pennsylvania, and Xavier University in Louisiana.

Engineering Abroad

Preparation for practicing engineering in the global marketplace is increasingly important for new engineers and in order for engineers to advance in their engineering career. The Clark School of Engineering offers opportunities for students to study abroad and/or work abroad during their college career. Specific programs have been established in German and Japanese such as the:

- Dual Degree program in Engineering and German
- Japan Technological Affairs Program

Students may elect to participate in these established programs or participate in additional programs offered through the Clark School of Engineering such as:

- Global Engineering Education Exchange (Global E3) with opportunities in Austria, Denmark, France, Germany, Hungary, Japan, Mexico, Singapore, Spain, South Korea, Turkey, and the United Kingdom
- Engineering/French Studies Summer Program
- Denmark's International Study Program (DIS)

- International Association for the Exchange of Student for Technical Experience (IAESTE) which provides internship opportunities abroad
- Regional Academic Mobility Program with opportunities for study in Canada and Mexico

Students may elect to study abroad for one semester or two and to work abroad for eight weeks or more. At present, students can study or work abroad in many countries around the world such as Europe, Asia, Canada, and Mexico. Some study/work abroad programs require fluency in the native language, while other programs offer courses or work opportunities in English.

For further information on study and/or work abroad programs, students should contact the Clark School of Engineering Special Programs Office at (301) 405-3857 or visit our web site at www.engr.umd.edu/organizations/intl/.

Engineering Transfer Programs

Most of the community colleges in Maryland provide one- or two-year programs which have been coordinated to prepare students to enter the sophomore or junior year in engineering at the University of Maryland. These curricula are identified as Engineering Transfer Programs in the catalogs of the sponsoring institutions. The various associate degree programs in technology do not provide the preparation and transferability into the degree curricula as the designated transfer programs. A maximum of one-half of the degree credits (approximately 60 semester hours) may be transferred from a two-year community college program.

There may be some courses which are not offered by the schools participating in the engineering transfer program. Students should investigate the feasibility of completing these courses in summer school at the University of Maryland before starting their junior course work in the fall semester.

Financial Assistance

The Clark School of Engineering awards some merit-based scholarships. These awards are designated primarily for juniors and seniors in the School. Students must submit an application and all supporting documents by March 15 in order to be considered for scholarship assistance for the following academic year. For additional information, contact the Clark School of Engineering Student Affairs Office, 1124 Glenn L. Martin Hall (formerly Engineering Classroom Building), (301) 405-3855.

Honors

The Clark School of Engineering offers an Engineering Honors Program that provides eligible students the opportunity to pursue an enriched program of studies which will broaden their perspectives and increase the depth of their knowledge. This program is available to students who meet the following criteria:

1. 3.5 overall GPA
2. 3.5 engineering GPA
3. Junior standing or 65 applicable credits.

In completing the program, all engineering Honors students must:

1. Submit an Honors research project necessitating a paper and oral presentation worth three hours of credit.
2. Successfully complete two semesters of the Engineering Honors Seminar (ENES 388, 1 credit each).
3. Maintain a 3.3 GPA.

For additional information, contact the Clark School of Engineering Student Affairs Office, 1124 Glenn L. Martin Hall (formerly Engineering Classroom Building), (301) 405-3855.

Research and Service Units

The Center for Minorities in Science and Engineering

1134 Glenn L. Martin Hall, (301) 405-3878
Director: Rosemary L. Parker

The Center is dedicated to increasing the enrollment and graduation rates of African-American, Hispanic, and Native American students majoring in engineering. The Center provides a complete package of services designed to assist students from pre-college through completion of the undergraduate degree. Services include academic advising, tutorial

assistance, scholarship information, the BRIDGE Program, outreach programs, job information and support of student organizations.

Engineering Co-op and Career Services

1137 Glenn L. Martin Hall, (301) 405-3863

Director: Heidi W. Sauber

Whether it's to wire robots in a car plant, monitor a waste water management project, or reformulate cough syrup for a pharmaceutical company, the Engineering Co-op and Career Services Office assists students in finding cooperative education, internship, summer, and part-time engineering positions. Visit our Web site: <http://www.coop.engr.umd.edu>.

Through cooperative education, students alternate semesters of full-time work and full-time study for a total of 50 weeks of work. Co-op students earn a Bachelor of Science degree with co-op distinction and complete the same academic requirements as all other students. Through the summer employment and part-time internship programs, students work full-time during the summer or part-time during the school year. Both programs provide students the opportunity to gain professional-level experience, integrate theory and practice, confirm career choices, and help finance their education. At the same time, employers gain access to an energetic new work force, reduce recruitment costs, train future employees, and increase their presence on campus.

Students are eligible to participate in all programs at any time; however, most employers prefer to hire students with sophomore standing or above. To apply, students attend an orientation session and complete a TERP disk that includes a resume and other important information. The disk also allows students access to TERP Online, our 24-hour, on-line job postings. Workshops on resume writing, interviewing skills, and TERP Online are offered weekly, and a monthly newsletter highlights student work experiences and office programs. In addition, students and employers have the opportunity to participate in two campus-wide career fairs each year and on-campus job interviews throughout each semester.

Women in Engineering Program

1106 Glenn L. Martin Hall, (301) 405-3931

Director: Anne Spence

The Women in Engineering Program (WIE Program) is dedicated to increasing the enrollment, retention, and graduation rates of females in the School, as well as identifying and addressing this group's unique needs. The Program provides a comprehensive set of initiatives designed to encourage and assist women students to become successful professional engineers.

Services offered include research fellowships, professional mentoring program, workshops on classroom climate issues and careers, outreach programs, speakers, conference funding, collaboration with community colleges, newsletter and support of women in engineering organizations.

Undergraduate Research Programs

Undergraduate research programs allow qualified undergraduate students to work with research laboratory directors in departments, thus giving students a chance for a unique experience in research and engineering design. Projects in engineering allow undergraduate students to do independent study under the guidance of faculty members in an area of mutual interest. For more information contact your department or the Dean's office.

Undergraduate Research Participation Award

The Institute for Systems Research (ISR) has available Undergraduate Research Participation Awards for full-time engineering students who have a minimum grade point average of 3.0. The total award stipend is \$4,000 for a one-year period. Interdisciplinary research is conducted in: chemical process control; systems integration; manufacturing systems; communication systems; signal processing; and intelligent servomechanisms. Applications and supporting documents must reach the ISR by April 1 for the following summer/fall semesters and by November 1 for the following spring semester.

Instructional Technologies

0123 Glenn L. Martin Hall, (301) 405-0174

Director: Jayanta (Joy) K. Sircar, (301) 405-3872

<http://www.eitn.umd.edu>

Keeping pace with the latest developments in the area of Instructional Technologies worldwide, the Clark School of Engineering provides a state-of-the-art computing environment that will be the standard for engineers in the years ahead. Faculty and students have open access to workstation laboratories; multi-media computer classrooms; and a laboratory of multi-media and presentation graphics. In addition, Internet based World Wide Web framework serves as a delivery tool for video-teleconferencing, collaborating teaching and learning, and both real-time and asynchronous multimedia delivery of course material, all adaptable to the newly emerging distance learning technologies.

Instructional Television System

2104 Engineering Classroom Building, (301) 405-4910

Director: Arnold E. Seigel

The University of Maryland's Instructional Television System (ITV) is headquartered in the Clark School of Engineering. Each semester, more than 60 regularly scheduled graduate and undergraduate classes are held in ITV's studio classrooms and broadcast "live" to government agencies and businesses in the greater Washington and Baltimore area. Students in the remote classrooms watch the broadcasts on large TV monitors. They are able to talk to the instructors and other students using a phone-line "talk back" system. In addition to academic courses, professional development courses on extremely current topics are offered via satellite to engineers and managers throughout the United States. Through the ITV system, working adult students are able to progress toward graduate degrees, primarily in engineering and computer science, without leaving their places of work.

Student Organizations

Professional Societies

Each of the engineering departments sponsors a student chapter or student section of a national engineering society. The student chapters sponsor a variety of activities including technical meetings, social gatherings, and School or University service projects. All students are strongly encouraged to join one or more of these chapters. These organizations are American Helicopter Society, American Institute of Aeronautics and Astronautics, American Institute of Chemical Engineers, American Nuclear Society, American Society of Agricultural Engineers, American Society of Civil Engineers, American Society of Mechanical Engineers, Black Engineers Society, Institute of Electrical and Electronics Engineers, Minerals, Metals and Materials Society, Society of Asian Engineers, Society of Automotive Engineers, Society of Fire Protection Engineers, Society of Hispanic Engineers, and Society of Women Engineers.

Honor Societies

The Clark School of Engineering and each of the engineering departments sponsor honors societies. Nominations or invitations for membership are usually extended to junior and senior students based on scholarship, service and/or other selective criteria. Some of the honors organizations are branches of national societies; others are local groups: Tau Beta Pi (College Honorary); Alpha Epsilon (Agricultural Engineering); Alpha Nu Sigma (Nuclear Engineering); Chi Epsilon (Civil Engineering); Eta Kappa Nu (Electrical Engineering); Omega Chi Epsilon (Chemical Engineering); Pi Tau Sigma (Mechanical Engineering); Salamander (Fire Protection Engineering); and Sigma Gamma Tau (Aerospace Engineering).

COLLEGE OF HEALTH AND HUMAN PERFORMANCE (HLHP)

3310 HLHP Building, (301) 405-2438; Records, (301) 405-2442

<http://www.inform.umd.edu/hlhp>

Interim Dean: Jerry Wrenn

Associate Dean: Jerry Wrenn

The College of Health and Human Performance provides preparation leading to the Bachelor of Science degree in the following professional areas: Physical Education (K-12), Health Education (school and community), and Family Studies. The College also offers curricula in Kinesiological Sciences. In addition, each department offers a wide variety of courses for all university students. These courses may be used to fulfill the general education requirements and as electives.

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Programs combining research, service and instruction are provided by the Children's Health and Developmental Clinic, the Adults' Health and Developmental Program, and the Sports Medicine and Physical Fitness Center. More detailed information regarding these program offerings is available through the individual departments.

Advising

At the time of matriculation and first registration, each student is assigned to a member of the College faculty who acts as the student's academic adviser. These assignments are made by the individual departments and depend upon the student's chosen major. Students who are enrolled in the College, but are undecided regarding their major, should contact the Associate Dean, 3310H HLHP Building, (301) 405-2442.

Departments and Degrees

The College of Health and Human Performance offers the baccalaureate in the following fields of study: Physical Education, Kinesiological Sciences, Health Education, and Family Studies. The degree of Bachelor of Science is conferred upon students who have met the conditions of their curricula as herein prescribed by the College of Health and Human Performance.

Each candidate for a degree must file a formal application with the Records Office according to the scheduled deadlines for the anticipated semester of graduation.

Honors

Phi Alpha Epsilon. Honorary Society of the College of Health and Human Performance. The purpose of this organization is to recognize academic achievement and to promote professional growth by sponsoring activities in the fields of physical education, kinesiology, family studies and health, and related areas.

Students shall qualify for membership at such times as they shall have attained junior standing in physical education, kinesiology, family studies, or health, and have a minimum overall average of 3.5 and a minimum of 24 credits at the University of Maryland, College Park. Graduate students are invited to join after 20 hours of work with a 3.9 average. For additional information, please contact the Student Service Center, (301) 405-2357.

Special Resources and Opportunities

Gymkana Troupe. The Gymkana troupe is a group of highly disciplined young men and women who place a high priority on education and who engage in gymnastics for purposes of recreation, health, and personal development. Each member has pledged himself or herself to a drug-free lifestyle in hopes of acting as a role model so others might be motivated to do the same. Gymkana travels throughout the United States during February and March, performing once a week, and ending the season with its annual gymnastic performance at the university. Membership is open to all students regardless of their gymnastic ability. Gymkana is co-sponsored by the College of Health and Human Performance and the Student Government Association. For additional information, please contact Dr. Joe Murray, (301) 405-2566.

Research and Service Units

Center on Aging

2367 HLHP Building, (301) 405-2469
Director and Professor: Dr. Laura B. Wilson
Associate Professor: Dr. Mark R. Meiners

The Center on Aging stimulates and supports aging-related activities within existing departments, colleges, and schools throughout all of the various institutions of the University of Maryland. The Center coordinates the Graduate Gerontology Certificate (master's and doctoral levels), the university's first approved graduate certificate program. The Center assists undergraduate and graduate students interested in the field of gerontology and helps them to devise educational programs to meet their goals. It is a research center working in health and aging policy, health care economics, behavioral and social aspects of aging, and health service delivery systems. It also conducts community education programs, assists faculty in pursuing research activities in the field of aging, conducts conferences on adulthood and aging-related topics, provides on- and off-campus technical assistance to practitioners who serve older adults, and sponsors the University of Maryland Senior University and the Adult Health and Development Program.

For further information on any of the Center's activities call, write or visit the Center on Aging.

Course Code: HLHP

COLLEGE OF JOURNALISM (JOUR)

Journalism Building, (301) 405-2399
<http://www.inform.umd.edu/JOUR>

Professor and Dean: Kunkel

Associate Deans: Callahan, Stewart

Professors: Beasley, Blumler (Emeritus), Cleghorn, Gomery, Gurevitch, Hiebert (Emeritus), Holman, Johnson, Martin (Emeritus), Roberts, Stepp, Thornton

Associate Professors: Barkin, Geraci (Emeritus), McAdams, Newhagen, Paterson, Zanot

Assistant Professors: Hanson

Instructors: Crane, Flynn, Rogers

William J. Eaton, Curator, Humphrey Journalism Fellows
Carol Guensburg, National Fellowship Program for Child/Family Policy Journalists

Hypathia Summers-Bernales, Director of Business Administration

Frank Quine, Director of Development

Olive Reid, Director of Undergraduate Programs

Beth Frerking, Director of Casey Journalism Center for Children and Families

Located just nine miles from the nation's capital and 30 miles from the bustling commercial port of Baltimore, the College of Journalism at the University of Maryland is one of only six comprehensive journalism schools in the 10 states stretching from New York to Virginia—the nation's most populous region. But the college has a lot more than geography going for it. The National Assessment of Journalism Education by the Freedom Forum Media Studies Center at Columbia University designated the College one of "Eleven Exemplary Journalism schools" nationwide: those that surpass others in criteria including teaching, research, facilities and job placement.

Founded in 1947, the college has been accredited for close to three decades by the Accrediting Council on Education in Journalism and Mass Communication. Since it is within easy reach of the offices of Washington and Baltimore newspapers and the Washington bureaus of news organizations such as the *New York Times*, the Associated Press and the major networks, it is an ideal place for the study of journalism and mass communication. Our curriculum provides students exposure to news editorial, magazine broadcast and online journalism courses. Students have internship opportunities at a variety of media, nonprofit, government and international agencies. Select students can also participate in a public affairs reporting semester in the college's Annapolis or Washington, D.C., bureaus of the *Capital News Service*. Broadcast students gain hands-on experience at the University's television station, UMTV. Talented adjunct faculty from various Washington, D.C. and Baltimore news outlets provide state-of-the-art skills instruction.

Admission to College of Journalism

See chapter 1 for general Limited-Enrollment Program admissions policies.

Freshman Admission and the 45-Credit Review. Most first-time entering freshmen will gain admission to the College of Journalism directly from high school, as allowed by space considerations within the College. Because space may be limited before all interested freshmen are admitted to the program, early application is encouraged. Freshmen admitted to the program will have access to the necessary advising through their initial semesters to help them determine if Journalism is an appropriate area for their interests and abilities.

Freshmen who are admitted directly to Journalism will be subject to a performance review by the time they have completed 45 credits. To meet the provisions of the review, these students must complete: (1) Fundamental Studies; (2) 60% of Distributive Studies; (3) ENGL 101 and JOUR 201 with grades of C; and (4) a minimum cumulative GPA of 2.0. Enrollment in JOUR 201 requires proof of grammar skills competency through attainment of a minimum score of 52 on the Test of Standard Written English (TSWE). Students who do not meet these requirements will not be allowed to continue in the LEP and will be required to select another major.

Transfer Admission. These requirements affect new transfer students to the university as well as on-campus students hoping to change majors to the college. Admission of transfer students may be severely limited, and capacity is determined each year in accordance with the success of incoming freshmen.

Note: No more than 12 transfer credits of communications courses from an accredited journalism program may be approved by the College to be applied toward the degree. Transfer students who wish to receive credit for JOUR 201 based on work done in a non-accredited journalism program must pass a proficiency exam.

In order to be admitted to Journalism, transfer students will be required to meet the following set of gateway requirements: (1) completion of Fundamental Studies; (2) completion of 60% of Distributive Studies; (3) completion of ENGL 101 and JOUR 201 with grades of C; and (4) attainment of a minimum cumulative GPA for all college-level work attempted. Enrollment in JOUR 201 requires proof of grammar skills competency through attainment of a minimum score of 52 on the Test of Standard Written English (TSWE). The required GPA is set each year and may vary from year to year depending upon available space. Contact the College of Journalism or the Office of Undergraduate Admissions for the current GPA standard.

Appeals. Students who are unsuccessful in gaining admission to Journalism at the freshman or transfer level, and believe they have extenuating or special circumstances which should be considered, may appeal in writing to the Office of Undergraduate Admissions. The student will be notified in writing of the appeal decision once it is made.

Students admitted to Journalism as freshmen who do not pass the 45-credit review but believe they have special circumstances which should be considered may appeal directly to the college.

For further information, contact the Counselor for Limited Enrollment Programs at (301) 314-8758.

Degrees

The College of Journalism offers the B.A., M.A., and Ph.D. degrees.

Graduation Requirements

Graduation requirements apply to **all** Journalism majors, including double-major and double-degree students.

Students are required to earn a minimum of 122 credits. Accrediting regulations require three-fourths of a student's course work (a minimum of 90 credits) be in areas other than mass communication (i.e. no COMM or JOUR courses). A minimum of 65 of those 90 credits must be earned in liberal arts designated courses. A grade of C or better must be earned in JOUR 201 and JOUR 202 prior to taking courses for which they serve as prerequisites. Students must have a C average in their major.

Students are also required to demonstrate abstract thinking skills. As a measure, majors are offered either a language option, a mathematics option, or a combination of the two.

A support area consisting of four upper-level courses in a concentrated field is also required of Journalism majors. Students must also complete a minimum of 57 credits at the upper level of which no more than 28 can be Journalism or Mass Communications credits. Finally, in addition to University graduation requirements, Journalism majors must complete additional liberal arts course work with one course each in economics, government and politics, American history, public speaking, and one course in anthropology, psychology or sociology.

Journalism Academic Programs

I. Required courses for all Journalism majors, regardless of whether journalism is a student's primary or secondary major:

- A. Non-journalism course requirements
 1. Abstract thinking skills requirement: Completion of a minimum of nine credits.
 - a. Three credits must be one statistics course from the following list: AREC 484, BIOM 301, BMGT 230, CCJS 200, ECON 321, EDMS 451, GEOG 305, GVPT 422, PSYC 200, SOCY 201, or a more advanced statistics course.

b. A minimum of six credits through one or a combination of the following options. Should a student choose to combine the options, at least one language course must be at the intermediate level:

- i. Language—any language skills course(s). Up to two courses with at least one course at the intermediate level and no more than one course at the introductory level. (High school equivalency does not satisfy this requirement.)
- ii. Math/Statistics/Computer Science—Up to two courses.
 - a. Any mathematics (MATH) course numbered 111 or higher.
 - b. Any computer science (CMSC) course.

2. Public speaking: one course from COMM 100, 107, 200, or 230.
3. History: one course from HIST 156, 157 or any other American history course.
4. Social Science: ANTH 260; PSYC 100 or 221; SOCY 100 or 105.
5. Economics: ECON 200 or 201.
6. Government and Politics: GVPT 100 or 170.
7. Four upper-level (numbered 300 or higher) courses for a minimum of 12 credits in a supporting field (cannot be in COMMUNICATION-COMM).

B. Journalism course requirements:

	Credit
JOUR 100—Professional Orientation	1
JOUR 200—History, Roles and Structures	2
JOUR 201—News Writing and Reporting I	3
JOUR 202—News Editing	3
JOUR 203—News Media	1
JOUR 300—Ethics	3
One of News Writing and Reporting II	3
JOUR 320—Print	
JOUR 360—Broadcast	
Advanced Skills	9
Nine JOUR credits numbered 321-389	
JOUR 350—Graphics	3
JOUR 396—Supervised Internship	1
JOUR 400—Law of Public Communication	3
Journalism and Society:	3
Any three JOUR credits numbered 410-469	
Research:	3
Any three JOUR credits numbered 470-479	
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Advising

The Office of Student Services, 1117 Journalism Building, (301) 405-2399, provides academic advising to majors on an appointment basis or e-mail inquiries to jourug@deans.umd.edu.

Honors and Awards

Although no departmental honors program currently exists within the college, academically outstanding students are recognized through Kappa Tau Alpha, the Journalism academic honor society.

Hodding Carter III Community Service Award. Awarded at each May commencement to the journalism student exhibiting outstanding service to his or her peers, campus, and extended communities.

Sigma Delta Chi/Society of Professional Journalists Citation. Awarded annually to an outstanding journalism student.

Kappa Tau Alpha Citation. Awarded at each commencement to the journalism student earning the highest academic achievement for all undergraduate study.

Fieldwork and Internship Opportunities

Supervised internships are essential. No more than three mass-communication internship credits, regardless of the discipline in which they are earned, may be applied toward a student's degree. Dr. Greig Stewart is the Director of the Journalism Internship Program, 1117 Journalism Building, (301) 405-2399.

The Annapolis and Washington bureaus of the Capital News Service are staffed by students and supervised by college instructors. Through

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curricular programs, students cover state and legislative news for client papers around the region. Students are required to report breaking news by afternoon deadlines, write profiles, and cover state agencies. This is a full-time, semester-long program, on site at the two bureau locations. Capital News Service is coordinated by Mr. Chris Callahan, 2102 Journalism Building, (301) 405-2399.

For students interested in Broadcast News, opportunity to gain experience with cable news programs are presented within the curriculum and by volunteering at the campus television station, UMTV.

Campus media opportunities abound. The campus daily newspaper is *The Diamondback*. The campus radio station is WMUC. Student newspapers of interest to special populations include *The Eclipse*, *Black Explosion* and *Mitzpeh*.

Student Organizations

The college sponsors student chapters of the Society for Professional Journalists, the National Association of Black Journalists, and the Radio and Television News Directors' Association. These organizations provide students with opportunities to practice skills, establish social relationships with other students both on and off campus, and meet and work with professionals in the field.

For information on the organizations listed, contact the Student Services Office, 1117 Journalism Building, (301) 405-2399.

Accreditation

The College of Journalism became accredited in 1960 by the Accrediting Council on Education in Journalism and Mass Communications. Standards set by the council are generated from professional and academic ethics and principles. This accrediting body underscores the liberal arts foundation of a journalism curriculum, limiting professional and skills courses to one-fourth of a student's academic program.

COLLEGE OF LIBRARY AND INFORMATION SERVICES (CLIS)

4105 Hornbake Building, (301) 405-2033
E-mail: clisumcp@umdacc.umd.edu
<http://www.clis.umd.edu>

Professor and Dean: Ann E. Prentice

The College of Library and Information Services offers degree programs for individuals interested in careers in information services and management. At the master's level, students may specialize in several fields, including archival studies, geographic information systems, health information services, school library media services, and science and technology information systems. Graduates pursue careers in a wide range of information agencies and positions. The College has dual degree programs with the History Department, Geography Department, and a joint program with the College of Education. The Master's degree is accredited by the American Library Association.

The Ph.D. degree prepares students for careers in research and teaching in the information field and in management of large information organizations.

While the College does not have an undergraduate major, it offers some courses at the undergraduate level. These courses are suggested for students wishing to develop skills in locating, analyzing, and evaluating information and students seeking to learn more about career opportunities in the information field.

COLLEGE OF LIFE SCIENCES (LFSC)

1302 Symons Hall, (301) 405-2080
<http://www.life.umd.edu/>

Professor and Dean: Paul H. Mazzocchi
Associate Professor and Associate Dean: William J. Higgins
Assistant Dean: Amel Anderson, Lisa Bradley

The College of Life Sciences offers educational opportunities for students in subject matters relating to living organisms and their interaction with one another and with the environment. Programs of study include those involving the most fundamental concepts of biological science and chemistry and the use of knowledge in daily life, as well as the application of economic and engineering principles in planning the improvement of life. In addition to pursuing the baccalaureate, a number of students in this College engage in pre-professional education in such fields as pre-medicine, pre-dentistry, and pre-veterinary medicine.

The student may obtain a Bachelor of Science (B.S.) degree with a major in any of the departments and curricula listed below. Students in pre-professional programs may, under certain circumstances, obtain a B.S. degree following three years on campus and one successful year in a professional school. For additional information on combined degree programs, see the entry on pre-professional programs in chapter 7.

The College of Life Sciences includes the following departments and programs:

- a. Departments: Chemistry and Biochemistry, Entomology, Cell Biology and Molecular Genetics, Biology
- b. Programs: General Biological Sciences; Environmental Science and Policy, Chemistry and Biochemistry

Admission

Students desiring a program of study in the College of Life Sciences should include the following subjects in their high school program: English, four units; college preparatory mathematics (algebra, plane geometry), four units; biological and physical sciences, two units; history and social sciences, one unit. They should also include chemistry and physics.

Advising

A faculty adviser will be designated to help select and design a program of courses to meet the needs and objectives of each entering student. As soon as a student selects a major field of study, an adviser representing that department or program will be assigned. All students must see their adviser at least once each semester.

Students following pre-professional programs will be advised by knowledgeable faculty. For further information on the pre-professional programs offered at College Park, see chapter 7.

Area Resources

In addition to the educational resources on campus, students have an opportunity to utilize libraries and other resources of the several government agencies located close to the campus. Research laboratories related to agriculture or marine biology are available to students with special interests.

Degree Requirements

Students graduating from the College must complete at least 120 credits with a grade point average of 2.0 in all courses applicable towards the degree. Included in the 120 credits must be the following:

1. CORE (40 credits)
 2. College Requirements:
As of Fall 1988, all students in the College of Life Sciences must complete the following:
 - CHEM 103, 113, or 103H, 113H
 - CHEM 233, 243 or 233H, 243H
 - *MATH 220, 221 or 140, 141
 - PHYS 121, 122 or 141, 142
 - BSCI 105† and 106
 - EDCP 1080*
- Chemistry and Biochemistry majors must take CHEM 143 and 153.
*Chemistry and Biochemistry majors must take MATH 140, 141.
†Chemistry and Biochemistry majors complete BSCI 105.
*As part of the retention effort on the campus, this course is required for all freshmen in Life Sciences.

Honors

Students may apply for admission to the honors programs in Chemistry and Biochemistry, General Biological Sciences, Cell Biology and Molecular Genetics, and Biology. On the basis of the student's performance during participation in the Honors Program, the department may recommend candidates for the appropriate degree with (departmental) honors, or for the appropriate degree with (departmental) high honors. Successful completion of the Honors Programs will be recognized by a citation in the Commencement Program and by an appropriate entry on the student's record and diploma.

Joint Biomedical Research Program with the University of Maryland School of Medicine

Students may apply for the joint Biomedical Science Research Program between the Department of Medical and Research Technology, University of Maryland School of Medicine, and the College of Life Sciences. Students who have successfully completed 60 credits of prerequisite courses at the University of Maryland, College Park may be considered for the program. Beginning in the junior year within the UM School of Medicine, students will develop skills in a variety of biotechnology methodologies as well as become familiar with the operation of analytical instruments used in clinical laboratories, biomedical science, and biosafety and quality assurance issues. Interested students should call Ms. Karen Adams at (410) 706-7664 or fax (410) 706-5229 for more information regarding this joint program.

For additional information on the College of Life Sciences please check our website: www.life.umd.edu.

SCHOOL OF PUBLIC AFFAIRS (PUAF)

2101 Van Munching Hall, (301) 405-6330
<http://www.puaf.umd.edu/>

Professor and Dean: Susan C. Schwab

The School of Public Affairs provides graduate-level, professional education to men and women interested in careers in public service. Five disciplines are emphasized: finance, statistics, economics, politics, and ethics. Students specialize in international security and economic policy; management, finance and leadership; environmental policy; or social policy.

The School offers separate degrees for pre-career and mid-career college graduates. Those with a minimum of five years' professional experience in the policy process may seek the 36-credit Master of Public Policy (M.P.P.) degree. Others may enroll in the 48-credit Master of Public Management (M.P.M.) program which can be completed in two years by full-time students. This program combines a rigorous applied course of study with practical, hands-on experience. The School also offers joint degree programs with the College of Business and Management (M.P.M./M.B.A.) and the School of Law (M.P.M./J.D.), and accepts a small number of Ph.D. candidates each year.

Individuals who wish to improve their analytical and management skills without pursuing a degree may enroll in an 18-credit certificate program which mirrors one of the areas of specialization found in the master's degree programs.

For further information, call or write the School of Public Affairs.

For additional information on the College of Life Sciences, please check our website: www.life.umd.edu



CHAPTER 7

DEPARTMENTS AND CAMPUS-WIDE PROGRAMS

ACCOUNTING

For information, consult the Robert H. Smith School of Business entry in chapter 6.

AEROSPACE ENGINEERING (ENAE)

A. James Clark School of Engineering

3181 Glenn L. Martin Hall, (301) 405-2376

<http://www.enaе.umd.edu>

Professor and Chair: Fourney

Professors: Chopra, Lee, Lewis, Schmidt

Associate Professors: Akin, Baeder, Barlow, Celi, Leishman, Pines, Sanner, Vizzini, Wereley, Winkelmann, Yu

Assistant Professors: Atkins

Visiting Professor: Bowden, Korkegi, Spence

Martin Professor of Rotorcraft Acoustics: Schmitz

Lecturers: Carpenter, Carigan, Garrison, Gefke, Howard, Keller, Nelson, Shaikh, Van Wie

Emeriti: Anderson, Gessow, Jones

The Major

Aerospace engineering is concerned with the processes, both analytical and creative, that are involved in the design, manufacture and operation of aerospace vehicles within and beyond planetary atmospheres. These vehicles range from helicopters and other vertical takeoff aircraft at the low-speed end of the flight spectrum, to spacecraft traveling at thousands of miles per hour during launch, orbit, transplanetary flight, or reentry, at the high-speed end. In between there are general aviation and commercial transport aircraft flying at speeds well below and close to the speed of sound, and supersonic transports, fighters, and missiles which cruise supersonically. Although each speed regime and each vehicle poses its special problems, all aerospace vehicles can be addressed by a common set of technical specialties or disciplines.

The subdisciplines of Aerospace Engineering are: aerodynamics, flight dynamics, propulsion, structures, and "design". Aerodynamics addresses the flow of air and the associated forces, moments, pressures, and temperature changes. Flight-dynamics addresses the motion of the vehicles including the trajectories, the rotational dynamics, the sensors, and the control laws required for successful accomplishment of the missions. Propulsion addresses the engines which have been devised to convert chemical (and occasionally other forms) energy into useful work, to produce the thrust needed to propel aerospace vehicles. Structures addresses material properties, stresses, strains, deflection, and vibration along with manufacturing processes as required to produce the very light weight and rugged elements needed in aerospace vehicles. Aerospace "design" addresses the process of synthesizing vehicles and systems to meet defined missions and more general needs. This is a process that draws on information from the other subdisciplines while embodying its own unique elements.

Department Mission Statement

The mission of the Department of Aerospace Engineering is, (1) to provide the highest quality education in state-of-the-art aerospace engineering principles and practices at undergraduate and advanced degree levels and

through continuing education programs for practicing engineers, (2) to conduct research that will significantly advance the state of knowledge in the aerospace sciences and technologies, (3) to advance aerospace engineering practice and education through publications in the engineering and educational literature and through close relations with industry, government and other academia. (4) to contribute to the advancement of the College of Engineering, the University of Maryland, and the state of Maryland.

The Aerospace Engineering program is designed to provide a firm foundation in the various subdisciplines. The Aerospace Engineering Department has facilities to support education and research across a range of special areas. There are subsonic wind tunnels with test sections ranging from a few inches up to 7.75 feet by 11.00 feet as well as a supersonic tunnel with a 6 inch by 6 inch test section. There are a number of structural test machines with capabilities up to 220,000 pounds for static loads and 50,000 pound for dynamic loads. There are experimental facilities to test helicopter rotors in hover, in forward flight, and in vacuum to isolate inertial loads from aerodynamic loads. There is an anechoic chamber for the investigation of noise generated by helicopters, and an autoclave and other facilities for manufacturing and an x-ray machine for inspecting composite structures. There is a neutral buoyancy facility for investigating assembly of space structures in a simulated zero gravity environment which is supported by robots and associated controllers.

There are many personal computers and workstations that provide local computing capability and extensive network access to campus mainframes, supercomputing centers, and all the resources of the Internet including the World Wide Web.

Requirements for Major

Freshman Year	I	II
ENES 100—Introduction To Engr. Design	3	
ENAE 100—The Aerospace Engineering Profession	1	
CHEM 133—General Chemistry	4	
CORE	3	3
MATH 140, 141—Calculus I, II	4	4
PHYS 161—General Physics	3	3
ENES 102—Statics	3	3
ENAE 202—Computer Languages	2	2
Total	15	15

Sophomore Year	I	II
MATH 241—Calculus III	4	
ENAE 261—Aerospace Analysis & Computation	3	
ENES 220—Strength Of Materials	3	
PHYS 262, 263—General Physics	4	4
CORE	3	3
MATH 246—Differential Equations	3	3
ENAE 283—Introduction To Aerospace Systems	3	3
ENES 221—Dynamics	3	3
Total	17	16

Junior Year	I	II
ENAE 311—Aerodynamics I	3	
ENME 232—Thermodynamics	3	
ENAE 301—Dynamics Of Aerospace Systems	3	
ENAE 362—Aerospace Instrumentation & Experiments	3	
CORE	3	3
ENAE 324—Aerospace Structures	3	4
ENAE 432—Control Of Aerospace Systems	3	3
ENGL 393—Technical Writing	3	3

AERO TRACK:	
ENAE 414—Aerodynamics I	3
OR	
ASTRO TRACK:	
ENAE 404—Space Flight Dynamics	3
Total	15
	16

Senior Year	1
ENAE 423—Vibration And Aeroelasticity	3
CORE	3
ENAE 464—Aerospace Engr. Lab	3
Aerospace Elective	3
Technical Elective	3

AERO TRACK:	
ENAE 403—Aircraft Flight Dynamics	3
ENAE 455—Aircraft Propulsion & Power	3
ENAE 481—Principles Of Aircraft Design	3
ENAE 482—Aeronautical Systems Design	3
OR	

ASTRO TRACK:	
ENAE 441—Space Navigation & Guidance	3
ENAE 457—Space Propulsion & Power	3
ENAE 483—Principles Of Space Systems Design	3
ENAE 484—Space Systems Design	3
Total	15
	15

Minimum degree credits: 124 credits and the fulfillment of all department, college, and university requirements.

The Aerospace Elective is either ENAE 398 or a 400 level ENAE course in addition to the student's chosen track sequence. The General Technical Elective must be a 300 or 400 level course in Engineering, Mathematics, or Physical Science that has been approved for this purpose by the Undergraduate Program Director. Only one of either ENAE 398, a 488 project course or 499 may be used for these electives.

Minimum Degree Credits: The fulfillment of all Department, School, and University requirements. Approximately 125 credits are required for an Aerospace Engineering degree.

Honors Program

The Aerospace Engineering Honors Program provides eligible students an opportunity to pursue an enriched program of studies which will increase the depth of their knowledge.

Academically talented students will be invited to participate in the Aerospace Honors program. Honors sections of ENAE 283, ENAE 311, ENAE 423 are offered as part of this program, in addition to an honors research project, ENAE 398.

Admission

Admission requirements are the same as those of other Engineering Departments. See Clark School of Engineering entrance requirements.

Cooperative Education Program

Participation in the Cooperative Education Program is encouraged. See Clark School of Engineering entry for details.

Financial Assistance

The Department offers eight Glenn L. Martin merit-based scholarships and the Robert Rivello Scholarship. Space Systems Laboratory, Departmental and Alfred Gessow merit-based Scholarships are available as well. Students may obtain information in the main Aerospace Office.

Scholarships and Awards

The Department offers the following awards: Academic Achievement Award for highest overall academic average at graduation; R.M. Rivello Scholarship Award for highest overall academic average through the junior year; Sigma Gamma Tau Outstanding Achievement Award for scholarship and service to the Student Chapter; American Helicopter Society Outstanding Achievement Award for service to the student chapter; American Institute of Aeronautics and Astronautics Outstanding Achievement Award for scholarship and service to the student chapter. Eligibility criteria are available in Department office.

Student Organizations

The Department is home to student chapters of the American Institute of Aeronautics and Astronautics and the American Helicopter Society, and the Sigma Gamma Tau honorary society. Aerospace Engineering students are also frequent participants in student activities of the Society for Advancement of Materials and Process Engineering.

AFRO-AMERICAN STUDIES PROGRAM (AASP)

College of Behavioral and Social Sciences

2169 Lefrak Hall, (301) 405-1158

<http://www.bsos.umd.edu/aasp/>

Director: S. Harley

Professor: R. Walters

Associate Professors: S. Harley, R. Williams, E. Wilson* (GVPT)

Assistant Professors: O. Johnson* (GVPT), F. Wilson

Lecturer: M. Chateauvert

*Joint appointment with unit indicated.

The Afro-American Studies Program offers an interdisciplinary bachelor of arts degree in the study of the contemporary life, history, and culture of African Americans. The curriculum emphasizes the historical development of African-American social, political, and economic institutions, while preparing students to apply analytic, social science skills in the creation of solutions to the pressing socio-economic problems confronting African-American communities.

Students should consult a departmental adviser for updated information.

Two program options lead to the Bachelor of Arts degree. Both require a 12-credit core of course work that concentrates on Afro-American history and culture.

The General Concentration provides a broad cultural and historical perspective. This concentration requires 18 additional credit hours in one or more specialty areas within Afro-American Studies such as history, literature, government and politics, sociology or anthropology, as well as a departmental seminar and a thesis.

The Public Policy Concentration provides in-depth training for problem solving in minority communities. It requires 21 additional credit hours in analytic methods, such as economics and statistics, nine credit hours of electives in a policy area (with departmental approval) and a thesis. Substantive areas of study include the family, criminal justice, employment, health care, discrimination, and urban development.

Requirements for Major

Foundation courses: AASP 100, 101 (formerly 300), 200, 202.

General Concentration Requirements: In addition to the foundation course requirements, 18 credits of AASP upper-division electives (300-400 numbers), AASP 400 or AASP 402 and AASP 397.

Semester Credit Hours

CORE Liberal Arts and Sciences	43
AASP Foundation Courses: (total 12)	
AASP 100—Introduction to Afro-American Studies	3
AASP 101 (Formerly 300)—Public Policy and Black Community	3
AASP 200—African Civilization	3
AASP 202—Black Culture in the United States	3
Upper-Division Electives in Afro-American Studies	18

Seminars

AASP 402—Classic Readings in Afro-American Studies	3
AASP 397—Senior Thesis	3

Public Policy Concentration Requirements: In addition to the foundation courses, three credits of statistics; eight credits of elementary economics (ECON 200 and ECON 201); AASP 301, AASP 303, AASP 305 or approved courses in other departments; nine credits of upper-division AASP electives in the policy area (AASP numbers 300-400) or, with approval, elective courses outside of AASP; and AASP 397.

80 Agricultural Sciences, General

	Semester Credit Hours
CORE Liberal Arts and Sciences.....	43
AASP Foundation Courses: (total 12)	
AASP 100—Introduction to Afro-American Studies.....	3
AASP 101 (Formerly 300)—Public Policy and the Black Community.....	3
AASP 200—African Civilization.....	3
AASP 202—Black Culture in the United States.....	3

Analytic Component

STAT 100—Elementary Statistics and Probability	
OR SOCY 201—Introductory Statistics for Sociology	
OR Equivalent Statistics Course (Sophomore Year).....	3
AASP 301 (Formerly 428J).....	3
AASP 303 (Formerly 428P)—Computer Applications in Afro-American Studies.....	3
AASP 305 (Formerly 401)—Theoretical, Methodological and Policy Research Issues in Afro American Studies.....	3
ECON 200—Principles of Microeconomics.....	4
ECON 201—Principles of Macroeconomics.....	4
One additional analytical skills course outside of AASP, with AASP approval.....	3

Policy Electives in Afro-American Studies.....9

Final Option:

AASP 397—Senior Thesis.....	3
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Students must earn a grade of C (2.0) or better in each course that is to be counted toward completion of degree requirements. All related or supporting courses in other departments must be approved by an AASP faculty adviser.

Honors Program

Academically talented undergraduates may enroll in the University Honors Program with a specialization in Afro-American Studies. The Honors Program includes seminars and lectures presented by distinguished University of Maryland, College Park, faculty and guests. A reduced ratio of students to faculty ensures more individualized study. In addition, AASP majors with junior standing may petition to become individual honors candidates in Afro-American Studies.

BA/MPM Program

In this innovative joint program, candidates earn a bachelor's degree in Afro-American Studies and a master's degree in public management after approximately five years. The BA/MPM is designed to integrate the study of the history, culture, and life of African Americans with technical skills, training, and techniques of contemporary policy analysis. The program also features a summer component that includes a lecture series, research opportunities, and special seminars.

Admission into the BA/MPM program requires two steps:

Undergraduate

- (1) Students must major in the public policy concentration within the Afro-American Studies program and maintain an overall GPA of 3.0 or greater.

Graduate

- (2) Students apply to the joint program after completing 81 credit hours of undergraduate work. Applicants must meet both University of Maryland, College Park graduate and School of Public Affairs graduate admission requirements.

Eligibility

Freshmen of University of Maryland, College Park, students in good academic standing with fewer than 60 credits may apply to the BA/MPM program.

Contact: The Afro-American Studies Program at (301) 405-1158 for application and scholarship details.

Options for Study with AASP

For students who major in other departments, the Afro-American Studies Program offers three options for study:

1. Students may obtain a certificate in Afro-American Studies by completing 21 credit hours of course work.

For more information on the Afro-American Studies Certificate, see the section on campus-wide programs later in this chapter

2. Students may designate Afro-American Studies as a double major, completing the major requirements for both AASP and another program.

3. AASP can be a supporting area of student for majors such as Computer Science, Business, or Engineering.

Scholarships and Financial Aid:

John B. and Ida Slaughter Scholarship

Advising

Undergraduates in good academic standing may enroll in the Afro-American Studies Program or obtain more information about available options and services by contacting the Undergraduate Academic Adviser, Afro-American Studies Program, 2169 Lefrak Hall, University of Maryland, College Park, MD 20742, (301) 405-1158.

Course Code: AASP

AGRICULTURAL SCIENCES, GENERAL (GNAS)

College of Agriculture and Natural Resources

0115 H.J. Patterson, (301) 405-1331

E-mail: dg11@umail.umd.edu

Coordinator: D.S. Glenn

Agriculture is a complex scientific field, encompassing all other scientific and professional fields. However, majoring in Agricultural Sciences does not require an agricultural background. Students in this major have backgrounds as varied as is the field itself. The Agricultural Sciences program is designed for students who are interested in a broad education in the field of agriculture. It is ideal for students who would like to survey agriculture before specializing and for those who prefer to design their own specialized programs, such as International Agriculture or Agricultural Journalism. To supplement their classroom work, students in this major are encouraged to obtain summer positions that will provide technical laboratory or field experience in their chosen area. This program is administered by the Department of Natural Resource Sciences and Landscape Architecture.

Requirements

	Semester Credit Hours
CORE Program Requirements*.....	40
BSCI 105—General Biology I.....	4
BSCI 106—General Biology II.....	4
CHEM 103—General Chemistry I.....	4
CHEM 104—Fundamentals of Organic and Biochemistry or (CHEM 113—General Chemistry II and CHEM 233—Organic CHEM II) 4-8	4-8
MATH 110 or higher (115 recommended).....	3
ENBE 100—Basic Agricultural Engineering Technology.....	3
ENBE 200—Introduction to Agricultural Mechanics.....	3
AGRO 101—Introductory Crop Science.....	4
NRSC 200—Fundamentals of Soil Science.....	3
ANSC 101—Principles of Animal Science.....	3
ANSC 314—Comparative Animal Nutrition.....	3
ANSC or AGRO**.....	3
AREC 250—Elements of Agricultural and Resource Economics.....	3
AREC—**.....	3
BSCI 341—Introduction to Plant Pathology or	
ANSC 412—Introduction to Diseases of Animals.....	4
ENTM—**Insect Pest Type Course.....	3
HORT—**.....	3

SOCY 305—Scarcity and Modern Society	3
Community Development Related, Non-Agricultural Life Science, Biometrics, Computer, or Accounting	6
Electives (18 credit hours at 300-level or above)	20-29

*Includes 11 required credits listed below.

**Student may select any course(s) having required hours in the department indicated.

Course Code: AGNR

AGRICULTURAL AND RESOURCE ECONOMICS (AREC)

College of Agriculture and Natural Resources

2200 Symons Hall, (301) 405-1293

E-mail: arecuinfo@umail.umd.edu

<http://www.arec.umd.edu>

Professor and Chair: Chambers

Professors: Bockstael, Gardner††, Hardie, Hueth, Just††, Lichtenberg, Lopez, McConnell, Musser, Nerlove, Olson, Strand

Associate Professors: Hanson, Horowitz, Leathers, Lipton, McNew, Wade

Assistant Professors: Aggarwal, Alberini, Lynch, Parker

Emeriti: Bender, Brown, Cain, Foster, Moore, Stevens, Tuthill, Wysong

†† Distinguished University Professor

Agricultural and Resource Economics majors complete a set of prerequisite courses, a core of classes offered by the Agricultural and Resource Economics Department, and one or more fields comprised of selected courses from outside the department. The core includes courses in economic reasoning, agribusiness management, environmental and resource policy, agricultural policy, economic development, and analytical methods. The program permits students flexibility in choosing fields to fit their career interests. Majors must complete one and should complete two fields. The curriculum balances breadth and depth, and lets students develop academic skills in two or more areas. The program provides a good foundation for careers in economics, resource or environmental policy, agribusiness, and international agriculture.

Advising

Because the program is flexible, advising is mandatory. Appointments may be made in Room 2200 Symons Hall, (301) 405-1291.

Awards

Scholarships honoring Arthur and Pauline Seidenspinner and Ray Murray are available. Contact a faculty adviser for more information, (301) 405-1291.

Double Majors

The department features a double major with Spanish for students interested in careers in multinational agribusiness firms or international agencies. It features a double major with Government and Politics for students interested in law school. Both can be completed within 120 credits.

Requirements for Major

Prerequisite Courses	Semester Credit Hours
ECON 200—Principles of Microeconomics.....	4
ECON 201—Principles of Macroeconomics	4
ECON 306—Intermediate Microeconomic Theory	3
ECON 321 (or BMGT 230)—Economic (or Business) Statistics	3
MATH 220 (or MATH 140)—Calculus	3
STAT 100 (or MATH 111)—Introduction to Probability.....	3
Major Core Courses	
Seven of these courses must be successfully completed.	
AREC 306—Farm Management	3
AREC 404—Prices of Agricultural Products	3
AREC 405—Economics of Agricultural Production	3

AREC 407—Agricultural Finance	3
AREC 414—Agricultural Business Management	3
AREC 427—Economics of Agricultural Marketing Systems	3
AREC 433—Food and Agricultural Policy	3
AREC 445—Agricultural Development in the Third World.....	3
AREC 453—Economics of Natural Resource Use	3
AREC 484—Introduction to Econometrics in Agriculture.....	3
AREC 435—Commodity Futures and Options.....	3

Fields

All majors must complete one of the following fields. Two are strongly encouraged.

• Business Management

BMGT 220—Principles of Accounting I.	3
BMGT 221—Principles of Accounting II	3
BMGT 340—Business Finance	3
BMGT 350—Marketing Principles and Organization	3
BMGT 364—Management and Organization Theory	3
BMGT 380—Business Law I.....	3

• Farm Production

AGRO 101 or HORT 100 – Intro. to Crop Science or Horticulture	4
ANSC 101—Principles of Animal Science	3
ENBE 100—Basic Biological Resources Engineering	3
and	
ENBE 110—Introduction to Biological Resources Engineering.....	3
Three other courses in animal sciences, natural resource sciences and landscape architecture, chosen from a list of selected courses.	

• Food Production

PHYS 117 (or PHYS 121) – Introduction to Physics	4
BSCI 105—Principles of Biology	4
NFSC 100—Nutrition	3
NFSC 112—Introduction to Food Science	3
BSCI 223—Introduction to Microbiology	4
NFSC 430—Food Microbiology	2
NFSC 431—Food Quality Control	4
NFSC 398—Seminar in Food Science	1

• Environmental and Resource Policy

ECON 381—Environmental Economics	3
ECON 454—Public Finance	3
Four other courses in biological sciences and chemistry, political science, natural resource management or geography, chosen from a list of selected courses.	

• International Agriculture

ECON 305—Intermediate Macroeconomic Theory and Policy.....	3
ECON 315/146—Economics Development of Underdeveloped Areas	3
ECON 380—Comparative Economic Systems	3
ECON 440/441—International Economics	3
BMGT 392—International Business Management	3
One other course in international agricultural production, chosen from a list of selected courses.	

• Political Process

GVPT 100—Principles of Government and Politics.....	3
GVPT 170 – American Government	3
Four other courses in government and politics, chosen from a list of selected courses.	

• Advanced Degree Preparation

ECON 407—Advanced Macroeconomics	3
ECON 417—Advanced Microeconomics	3
ECON 422—Quantitative Methods in Economics I.....	3
ECON 423—Quantitative Methods in Economics II.....	3
Two other courses in mathematics or mathematical economics, chosen from a list of selected courses.	

• Student Designed Field

This field requires a written proposal listing at least six courses totaling 18 or more credits. The proposal must be submitted to the Undergraduate Committee of the Agricultural and Resource Economics Department. Committee approval must be obtained 30 or more credit hours before graduation. A self-designed field may be used to study a foreign language as part of the AREC curriculum.

Course Code: AREC

82 Agronomy

AGRONOMY (AGRO)

College of Agriculture and Natural Resources
Department of Natural Resource Sciences and Landscape Architecture
 2102 Plant Sciences Building
 301-405-4351, 301-405-4355
 kh26@umail.umd.edu, cw5@umail.umd.edu
<http://www.agnr.umd.edu/users/nrsl/>

Professor and Chair: Weismiller
 Professors: Angle, Dernoeden, James, Kenworthy, McIntosh†, Miller, Mulchi, Rabenhorst, Steiner, Weil, Weismiller
 Associate Professors: Carroll, Coale, Glenn, Grybauskas, Hill, Ritter, Slaughter, Turner, Vough
 Assistant Professors: Costa, Dzantor
 Adjunct Professors: Lee, Tamboli, Thomas
 Adjunct Associate Professors: Daughtry, Meisinger, Saunders, Van Berkum
 Affiliate Professors: Kratochvil, Terlizzi
 Instructors: Buriel, Steinhilber
 Emeriti: Aycock, Axley, Bandel, Clark, Decker, Fanning, Hoyert, Kuhn, Miller
 †Distinguished Scholar-Teacher

The Agronomy and Horticulture programs have been reorganized into a single major, Natural Resource Sciences (NRSC). See **Natural Resource Sciences** elsewhere in this chapter. (Note: Courses are offered under both AGRO and NRSC codes.)

The Major

The Department of Natural Resource Sciences and Landscape Architecture offers five undergraduate majors. Four lead to a bachelor of science (B.S.) degree and one leads to a bachelor of landscape architecture (B.L.A.) degree. See entry on Landscape Architecture later in this chapter.

Agronomy instruction combines the principles of basic sciences with a thorough understanding of plants and soils and environmental sciences. This amalgamation of basic and applied sciences provides the opportunity for careers in conserving soil and water resources, improving environmental quality, increasing crop production to meet the global need for food, and beautifying and conserving the urban landscape using turfgrass.

The agronomy curricula are flexible and allow the student either to concentrate on basic science courses that are needed for graduate work or to select courses that prepare for employment at the bachelor's degree level. Graduates with a bachelor's degree are employed by private corporations as environmental soil scientists, golf course managers, agribusiness company representatives, or by county, state, or federal government as agronomists or extension agents. Students completing graduate programs are prepared for research, teaching, and management positions with industry, international agencies, or federal and state government.

Curriculum in Agronomy

Changes in requirements are under review. Students should check with a departmental adviser for updated information.

CORE Program Requirements (40 semester hours). Math and science requirements (9 hours) are satisfied by departmental requirements.

Requirements (31 semester hours)	Semester Credit Hours
AGRO 101-Introductory Crop Science	4
AGRO 202-Fundamentals of Soil Science	4
AGRO 398-Senior Seminar	1
BIOL 105-Principles of Biology I	4
CHEM 103-General Chemistry I	4
CHEM 104-Fundamentals of Organic and Biochemistry*	4
MATH 110-Introduction to Mathematics OR	
MATH 115-Pre-calculus (consult adviser)	3
PHYS 117-Introduction to Physics OR	
PHYS 121-Fundamentals of Physics I	4
COMM 100-Basic Principles of Speech Communication OR	
COMM 107-Technical Speech Communication	3
*Students intending to take additional chemistry or attend graduate school should substitute CHEM 113, followed by CHEM 233 and CHEM 243.	

Crop Science Curriculum	61
University and Department Requirements	8
AGRO-Advanced Crops Courses (Consult Adviser)	6
AGRO-Advanced Soils Courses (Consult Adviser)	4
BIOL 106-Principles of Biology II	4
PBIO 420-Plant Physiology	4
One of the following:	
PBIO 250-Plant Taxonomy	
BIOL 222-Principles of Genetics	
PBIO 425-Plant Structure	34-35
Electives	

Turf and Urban Agronomy Curriculum	61
University and Department Requirements	3
AGRO 305-Introduction to Turf Management	3
AGRO 386-Experiential Learning	3
AGRO 401-Pest Management Strategies for Turfgrass	3
AGRO 402-Sports Turf Management	3
AGRO 410-Commercial Turf Maintenance and Production	3
AGRO 411-Principles of Soil Fertility	3
AGRO 453-Weed Science	4
BIOL 106-Principles of Biology II	1
ENBE 237-Design of Irrigation Systems	4
ENTM 205-Principles of Entomology	4
PBIO 365-Introductory Plant Pathology	4
PBIO 420-Plant Physiology	18-22
Electives	

Conservation of Soil, Water and Environment Curriculum	61
University and Department Requirements	16

Chemistry and Math Requirements	16
MATH 140-Calculus 1 OR	
MATH 220-Elementary Calculus 1	4
CHEM 113-General Chemistry II	4
CHEM 104-Fundamentals of Organic and Biochemistry or	
CHEM 233-Organic Chemistry I	4
GEOL 100 and 110-Physical Geology	4

Applications and Breadth (Select three of the following)	9
AGRO 413-Soil and Water Conservation	3
AGRO 415-Soil Survey and Land Use	3
AGRO 423-Soil-Water Pollution	3
AGRO 444-Remote Sensing	3
AGRO 461-Hydric and Hydromorphic Soils	3

Advanced Soil Science (Select three of the following)	11-14
AGRO 411-Soil Fertility Principles	3
AGRO 414-Soil Morphology, Genesis and Classification	4
AGRO 417-Soil Physics	3
AGRO 421-Soil Chemistry	4
AGRO 422-Soil Microbiology	3
Practical Experience (Select at least 2 credits)	2
AGRO 308-Field Soil Morphology	1-3
AGRO 386-Experiential Learning	3-6

Supporting Courses (Select two of the following)	6-7
AGRO 406-Forage Production	3
AGRO 407-Cereal and Oil Crops	3
AGRO 440-Crops, Soils and Civilization	3
AGRO 441-Sustainable Agriculture	3
AGRO 454-Air and Soil Pollution Effects on Crops	3
GEOL 451-Groundwater Geology	3
GEOL 452-Watershed and Wetland Hydrology	3
GEOL 340-Geomorphology (4) OR	
GEOG 340	3
BIOM 301-Introduction to Biometrics	3
ENBE 234-Principles of Erosion and Water Control and	
ENBE 236-Design of Drainage Systems and	
ENBE 237-Design of Irrigation Systems	3
NRMT 451-Water Quality: Field and Lab Analysis Methods	3
AREC 432-Introduction to Natural Resources Policy	3
Electives	18-24
Total	120

Fieldwork and Internship Opportunities

Internships with scientists are available at nearby federal and state agencies.

Student Organizations

Student chapters of the Agronomy Club and Soil Conservation Service provide students with opportunities for professional activities. The department's soil judging team participates in regional and national competitions.

Scholarships

Several scholarships and awards are available to Agronomy students. Contact the Associate Dean's office at (301) 405-2078 for additional information.

Course Code: AGRO

AMERICAN STUDIES (AMST)

College of Arts and Humanities

2125 Taliaferro Hall, (301) 405-1354

<http://www.inform.umd.edu/AMST>

Professor and Chair: Caughey

Professor: Kelly

Associate Professors: Lounsbury, Mintz, Paoletti, Parks, Sies

The Major

American Studies offers an interdisciplinary approach to the study of American culture and society, past and present, with special attention to the ways in which Americans, in different historical or social contexts, make sense of their experience. Emphasizing analysis and synthesis of diverse cultural products, the major provides valuable preparation for graduate training in the professions as well as in business, government, and museum work. Undergraduate majors, with the help of faculty advisers, design a program that includes courses offered by the American Studies faculty, and sequences of courses in the disciplines usually associated with American Studies (i.e., history, literature, sociology, anthropology, art history, and others), or pertinent courses grouped thematically (e.g., Afro-American studies, women's studies, ethnic studies).

Requirements for Major

Requirements for the American Studies major include a minimum of 45 upper-level credits completed and the foreign-language requirements of the College of Arts and Humanities. The major requires 45 hours, at least 24 of which must be at the 300-400 level. Of those 45 hours, 21 must be in AMST courses, with the remaining 24 in two 12 core areas outside the regular AMST departmental offerings. No grade lower than a C may be applied toward the major.

Advising

Departmental advising is mandatory every semester for all majors.

Distribution of the 45 hours

AMST Courses (21 hours required)

1. AMST 201/Introduction to American Studies (3): required of majors.
2. Three (3) or six (6) hours of additional lower-level course work.
3. AMST 330/Critics of American Culture (3): required of majors.
4. Six (6) or nine (9) hours of upper-level course work. No more than 6 hours of a repeatable number may be applied to the major.
***Students should take AMST 201 before taking any other AMST courses and will complete AMST 330 before taking 400-level courses.
5. AMST 450/Seminar in American Studies (3): required of majors.

Core areas outside American Studies (24 hours required)

Majors choose two outside core areas of 12 hours each. At least one of the cores must be in a discipline traditionally associated with American Studies. The other core may be thematic. Upon entering the major, students develop a plan of study for the core areas in consultation with an adviser; this plan will be kept in the student's file. All cores must be approved in writing by an adviser.

Traditional Disciplinary Cores

History, Literature, Sociology/Anthropology, Art/Architectural History.

Interdisciplinary or Thematic Cores

Afro-American Studies, Women's Studies, Urban Studies, Popular Culture, Personality and Culture, Comparative Culture, Material Culture, Ethnic Studies, Business and Economic History, Folklore, Government and Politics, Education, Philosophy, Journalism.

Course Code: AMST

ANIMAL SCIENCES (ANSC)

College of Agriculture and Natural Resources

1413 Animal Sciences Center, (301) 405-1373

E-mail: gd38@umail.umd.edu, re13@umail.umd.edu

<http://www.agnr.umd.edu/users/ansc>

Department of Animal and Avian Sciences

Professor and Chair: Erdman

Professors: Douglass, Harrell, Mather, Ottinger, Peters, Russek-Cohen, Soares, Varner, Vijay, Westhoff

Associate Professors: Barao, Dahl, Doerr, Hartsock, Majeskie, Porter, Stricklin, Zimmermann

Assistant Professors: Angel, Christian, Estevez, Kohn, Rankin, Woods

Emeriti: Flyger, Foster, Heath, King, Leffel, Mattick, Morris, Vandersall, Waback, Williams, Young

Adjunct Professors: Glenn, Howard, Paape

The Major

Animal Sciences prepares students for veterinary school, graduate school and careers in research, sales and marketing, aquaculture, and animal production. The curricula apply the principles of biology and technology to the care, management, and study of dairy and beef cattle, equine, fish, sheep, swine, and poultry. Students complete the Animal Sciences core courses and choose one of four specialization areas: Animal Management and Industry, Avian Business, Laboratory Animal Management, and Sciences that prepare for admission to graduate, veterinary, or medical school. A new Animal Sciences Center includes classrooms, lecture hall, social area, teaching labs, pilot processing plant, and animal rooms adjacent to a teaching farm where horses, sheep, swine, and cattle are maintained throughout the year.

Requirements for Major

Required of All Students

Semester Credit Hours

CORE Program Requirements*	40
ANSC 101—Principles of Animal Science	3
ANSC 211—Animal Anatomy	4
ANSC 212—Animal Physiology	3
ANSC 314—Comparative Animal Nutrition	3
BSCI 105—Principles of Biology I	4
BSCI 106—Principles of Biology II	4
BSCI 222—Introductory Genetics	4
CHEM 103—General Chemistry I	4
CHEM 104—Fundamentals of Organic and Biochemistry	4
OR	
CHEM 113 and CHEM 233—General Chemistry II and Organic Chemistry I	
MATH 140 OR MATH 220	3
PHYS 121—Fundamentals of Physics	4
OR	
ENBE 100—Basic Agricultural Engineering Techniques	3
ECON 201—Principles of Macroeconomics	4
OR	
AREC 250—Elements of Agricultural and Resource Economics	3
BSCI 223—General Microbiology	4
*Includes 16 required credits listed below	

All students must complete 23 or 24 credits of additional course work listed under one of the following areas of specialization:

84 Anthropology

Combined Degree Curriculum: Animal Sciences/Veterinary Medicine

Colleges of Agriculture and Veterinary Medicine

Students enrolled in the College of Agriculture and Natural Resources who have completed at least 90 credit hours, including all university and college requirements, may qualify for the Bachelor of Science degree from the University of Maryland, College of Agriculture and Natural Resources, upon successful completion in an accredited college of veterinary medicine of at least 30 semester hours. It is strongly recommended that students do not enter this program until their sophomore year and consult with the animal sciences undergraduate program coordinator.

Combined Degree Requirements

CORE Program requirements*	40
ANSC 220—Livestock Management	4
ANSC 315—Applied Animal Nutrition	3
BSCI 105—Principles of Biology I	4
BSCI 106—Principles of Biology II	4
BSCI 222—Principles of Genetics	4
Mathematics (must include 3 credits of calculus)	6
CHEM 103—General Chemistry I	4
CHEM 113—General Chemistry II	4
CHEM 233—Organic Chemistry I	4
CHEM 243—Organic Chemistry II	4
PHYS 121—Fundamentals of Physics I	4
PHYS 122—Fundamentals of Physics II	4
Biochemistry	3
Electives	9

*Includes 11 required credits listed above

For additional information, please contact the Associate Dean, VMRCVM, 1203 Gudelsky Veterinary Center, University of Maryland, College Park, MD 20742, (301) 935-6083.

Advising

Advising is mandatory. Each student will be assigned to a faculty adviser to assist in planning his or her academic program. For information or appointment: 1415A Animal Sciences Center, (301) 405-1373.

Scholarships and Awards

American Society of Animal Sciences Scholastic Recognition and Department of Animal Sciences Scholastic Achievement Awards are presented each year at the College of Agriculture and Natural Resources Student Awards Convocation. The ANSC program administers several scholarships, including: C.W. England, Dairy Technology Society, the Kinghorn Fund Fellowship, the C.S. Shaffner Award, the Lillian Hildebrandt Rummel Scholarship, and the Owen P. Thomas Development Scholarship. For eligibility criteria, visit the ANSC Undergraduate Studies Office, 1415A Animal Sciences Center.

Student Organizations

ANSC majors are encouraged to participate in one or more of the following social/professional student organizations. The Animal Husbandry Club, the University of Maryland Equestrian Club, the Veterinary Science Club, and the Poultry Science Club. For more information, visit the ANSC Undergraduate Studies Office, 1415A Animal Sciences Center.

Course Code: ANSC

ANTHROPOLOGY (ANTH)

College of Behavioral and Social Sciences

1111 Woods Hall, (301) 405-1423
<http://www.bsos.umd.edu/anth>

Professor and Chair: Leone
Professors: Agar (emeritus), Chambers, Gonzalez† (emerita), Jackson†, Whitehead, Williams
Assistant Professors: Freidenberg, Paolisso, Shackel, Stuart
Research Associates: Blades, Reeves

Faculty Research Assistants: Buckler, Ernstein, Peterson
Affiliate Faculty: Bolles (WMST), Caughey (AMST), Harrison (CMLT), Kim (AMST), Robertson (MUSC)
Adjunct Faculty: Potter (Adjunct Professor, National Park Service), Fiske (Adjunct Professor, NOAA), Kryder-Reid (Adjunct Assistant Professor, National Gallery of Art)
† Distinguished Scholar-Teacher

The Major

Anthropology, the holistic study of culture, seeks to understand humans as a whole—as social beings who are capable of symbolic communication through which they produce a rich cultural record. Anthropologists try to explain differences among cultures—differences in physical characteristics as well as in customary behavior. Anthropologists study how culture has changed through time as the human species has spread over the earth. Anthropology is the science of the biological evolution of human species, and of the cultural development of human beings' knowledge and customary behavior.

Anthropology at the University of Maryland offers rigorous training for many career options. A strong background in anthropology is a definite asset in preparing for a variety of academic and professional fields, ranging from the law and business, to comparative literature, philosophy and the fine arts. Whether one goes on to a Master's or a Ph.D., the anthropology B.A. prepares one for a wide range of non-academic employment, such as city and public health planning, development consulting, program evaluation, and public archaeology.

Academic Programs and Departmental Facilities

The Anthropology department offers beginning and advanced course work in the four principal subdivisions of the discipline: cultural anthropology, archaeology, biological anthropology, and linguistics. Within each area, the department offers some degree of specialization and provides a variety of opportunities for research and independent study. Laboratory courses are offered in biological anthropology and archaeology. Field schools are offered in archaeology. The interrelationship of all branches of anthropology is emphasized.

The undergraduate curriculum is closely tied to the department's Master in Applied Anthropology (M.A.A.) program; accordingly, preparation for non-academic employment upon graduation is a primary educational goal of the department's undergraduate course work and internship and research components.

The Anthropology department has a total of four laboratories, located in Woods Hall, which are divided into teaching labs and research labs. The department's two archaeology labs, containing materials collected from field schools of the past several years, serve both teaching and research purposes. The other two laboratories are a teaching laboratory in biological anthropology and the Laboratory for Applied Ethnography and Community Action Research.

All students have access to a 20-workstation IBM computer laboratory located at 1102 Woods Hall.

Cultural Systems Analysis Group (CuSAG), a research and program development arm of the department, is located in Woods Hall.

Requirements for Major

Majors are required to take five courses in the core course sequence (three introductory courses and two advanced method and theory courses), for a total of 16-17 credit hours. They must also take 15 credit hours in anthropology electives and 18 supporting credit hours, courses that are primarily outside the major. Anthropology majors must also acquire a second language or complete a quantitative methods course.

Required Courses:

- ANTH 220—Introduction to Biological Anthropology
- ANTH 240—Introduction to Archaeology
- ANTH 260—Introduction to Sociocultural Anthropology and Linguistics

At least two of the following (one must be in major's area of primary focus i.e., cultural anthropology, archaeology, biological anthropology):

- ANTH 320—Human Evolution
- ANTH 340—Method and Theory in Archaeology
- ANTH 360—Method and Theory in Sociocultural Anthropology

Quantitative Methods or Foreign Language Requirement:

- A) a quantitative methods course: 3 credit hours required—for a list of classes recommended for this requirement, see the Director for Undergraduate Studies; or
- B) Three or more terms of a foreign language, depending upon proficiency. Proficiency may be demonstrated in one of the following ways:
 - 1) successful completion of high-school level 4 in one language, or
 - 2) successful completion of a 12-credit sequence or of the intermediate level in college language courses, or
 - 3) successful completion of a placement examination at the above levels in one of the campus language departments offering such examinations

Electives: 15 credit hours in anthropology electives, 9 at the 300-level or above

Supporting: 18+ credit hours outside of the department (with your academic adviser's approval, 8 hours may be anthropology course work)

In addition to the above requirements, anthropology majors must meet the requirements of the College of Behavioral and Social Sciences, as well as the requirements of the university's general education program.

Advising

Undergraduate advising is coordinated by the director of undergraduate studies who serves as the administrative adviser for all undergraduate majors and minors. All majors are required to meet with the director of undergraduate studies at least once per term, at the time of early registration. In addition, the Anthropology department encourages students to select an academic adviser who will work closely with the student to tailor the program to fit the student's particular interests and needs. All Anthropology faculty members serve as academic advisers (and should be contacted individually). Each major is expected to select an academic adviser from the faculty in the field of his/her concentration (Biological Anthropology, Socio-Cultural Anthropology, or Archaeology), and to consult with him/her on a regular basis. The student's choice of a quantitative methods course must be approved by the student's adviser. For additional information, students should contact the Director of Undergraduate Studies, Dr. William Taft Stuart, 0106 Woods Hall, (301) 405-1435; E-mail: wstuart@bss1.umd.edu.

Honors

The Anthropology department also offers an Honors Program that provides the student an opportunity to pursue in-depth study of his or her interests. Acceptance is contingent upon a 3.5 GPA in anthropology courses and a 3.0 overall average. Members of this program are encouraged to take as many departmental honors courses (either as HONR or as "H" sections of ANTH courses) as possible. The Honors Citation is awarded upon completion and review of a thesis (usually based upon at least one term of research under the direction of an Anthropology faculty member) to be done within the field of anthropology. Details and applications are available in the Anthropology Office, or from your departmental adviser.

Student Organizations

Anthropology Student Association (ASA). An anthropology student association meets regularly to plan student events and to help coordinate various student and faculty activities. Meeting times are posted outside 0100 Woods Hall.

The department and the ASA jointly sponsor a public lecture series.

Course Code: ANTH

APPLIED MATHEMATICS PROGRAM

College of Computer, Mathematical and Physical Sciences

1104 Mathematics, (301) 405-5062

<http://www.math.umd.edu/mapl>

Director: Pego

Faculty: More than 100 members from 13 units.

The Applied Mathematics Program is a graduate program in which the students combine studies in mathematics and application areas. All MAPL courses carry credit in mathematics. An undergraduate program emphasizing applied mathematics is available to majors in mathematics. Appropriate courses carry the MATH and STAT prefixes, as well as the MAPL prefix.

Course Code: MAPL

ARCHITECTURE

For information, see the School of Architecture entry in chapter 6.

ART (ARTT)

College of Arts and Humanities

1211-E Art/Sociology Building

Undergraduate Program (301) 405-1445

Graduate Program (301) 405-7790

<http://www.inform.umd.edu/ARHU/Depts/Art>

Chair: Ruppert

Undergraduate Director: Kehoe

Graduate Director: McCarty

Professor Emerita: Truitt†

Professor Emeritus: Driskell††

Professors: DeMonte†, Fabiano, Lapinski, Pogue

Associate Professors: Craig, Forbes, Gelman, Gips, Humphrey, Kehoe,

Klank, Lozner, McCarty, Richardson, Ruppert, Sham, Thorpe

Instructor: Jacobs

Part Time: Tacha

†Distinguished Scholar-Teacher

††Distinguished University Professor

The Major

The Department of Art is a place where students transform ideas and concepts into objects and visual experiences. It is an environment rich in art theory, criticism, and awareness of diverse world culture. Students are taught to articulate and refine creative thought and apply knowledge and skill to the making of images, objects, and experimental works. Courses are meaningful to students with the highest degree of involvement in the program and those who take electives. Students majoring in Art take a focused program of courses folded into a general liberal arts education offered by the university.

The diverse faculty of artists in the department strive to foster a sense of community through the common experience of the creative process, sharing their professional experience freely with students.

The areas of concentration within the major are design, drawing, painting, printmaking, and sculpture. Areas of study include papermaking, photography, art theory, and digital imaging. Internships and independent studies are also available.

Requirements for Major

Undergraduate students are offered a Bachelor of Arts (B.A.) in Art. The requirements consist of a curriculum of 36 credits of art studio and art theory courses, and 12 additional credits of art history and art theory courses as a supporting area for a total of 48 major required credits. No course with a grade less than C may be used to satisfy major or supporting area requirements.

Citation in Interdisciplinary Multimedia and Technology

16 credit hours. ARTT 354, ENGL 479, ARTT 689B, and three courses from approved list of courses. Students who fulfill Citation requirements will receive a Citation on the official transcript. Please contact the Director of Undergraduate Studies for more information.

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Advising

The name of the adviser for each class is available in the department office. Each second-semester sophomore and first-semester senior is required to see his or her adviser within the department. Additionally, each student is strongly encouraged to see his or her adviser in the department each semester.

Honors Program

The honors option is available to Art majors for the purpose of creating opportunities for in-depth study and enrichment in areas of special and creative interest. To qualify, students must be Art majors with junior or senior status, a major G.P.A. of 3.2, and an overall G.P.A. of 3.0. The program requires a total of 12 credits in Honors course work. One course (3 credits) must be taken at the 300-level, and three courses (3 credits each) at the 400-level. There is a thesis component in one of the 400-level courses. Please consult the Honors Adviser for additional information.

Fieldwork and Internship Opportunities

Students in the past have worked in a variety of internship settings. These have included assisting professionals complete public commissions, commercial or cooperative gallery and exhibition duties, and working in professional artists' workshops in the Baltimore and Washington, D.C. metropolitan areas. Additional information is available in the Department of Art office.

Scholarships and Awards

The Department of Art administers eight Creative and Performing Arts Scholarships (CAPAs) that are available to freshman and entering transfer students for the Fall semesters. This is a merit-based scholarship that is awarded on a one-year basis, and may be renewed. Additional information is available in the main office of the department. The James P. Wharton Prize is awarded to the outstanding Art major participating in the December or May graduation exhibition. The Van Crews Scholarship is designated for outstanding Art majors concentrating in design. It is awarded for one year and is renewable. The David C. Driskell Award for the Outstanding Graduating Graduate Student is awarded at the end of the academic year.

Student Art Exhibitions

The West Gallery (1309 Art/Sociology Building) is an exhibition space devoted primarily to showing students' art work, and is administered by undergraduate art majors assisted by a faculty adviser.

Lecture Program

The Department of Art has a lecture program in which artists and critics are brought to the campus to explore ideas in contemporary art. A strong component of this program is devoted to the art ideas of women and minorities.

Course Code: ARTT

ART HISTORY AND ARCHAEOLOGY (ARTH)

College of Arts and Humanities

1211B Art/Sociology Building, (301) 405-1479

<http://www.inform.umd.edu:8080/EdRes/Colleges/ARHU/Depts/ArtHistory/>

<http://www.inform.umd.edu/Archaeology>

Chair: Hargrove

Professors: Eyo, Farquhar, Hargrove, Miller, Pressly, Promey, Wheelock

Associate Professors: Colantuono, Gerstel, Kelly, Kuo, Promey, Spiro, Venit, Withers

Assistant Professors: Kita, Kornbluth

The Major

The faculty and students of the Department of Art History and Archaeology form a dynamic nucleus within a major research university. The program, leading to the B.A. degree in Art History and Archaeology, provides a diverse selection of courses in the art and archaeology of Africa, Asia,

Europe, and the Americas. The goal of the department is to develop the student's critical understanding of visual culture in both art historical and archaeological contexts. The numerous teaching awards won by faculty members indicate the department's concern for excellence in undergraduate education. In addition to its fine undergraduate program, the department offers graduate studies leading to the M.A. and Ph.D. degrees.

The department has strong coverage in Western art from the Classical period up to the present. In addition, by taking advantage of the unusual diversity of faculty interests, students can study in areas not traditionally offered in departments of art history and archaeology, such as art and archaeology of Africa, art of diaspora cultures, art and archaeology of the Americas, Eastern European art, Asian art, and feminist perspectives on art. Grounding in art historical and archaeological theory and method is provided in a number of courses. Students are encouraged to supplement their art historical and archaeological studies with courses in other fields. Studies in archaeology may be pursued in cooperation with other University departments. Faculty fieldwork in Greece, Israel, Mexico, Nigeria, and the United States affords undergraduates valuable first-hand experience in archaeological methods and practice.

In addition to the university's excellent libraries, students can use the resources of the Library of Congress and other major area archives. The department is in the forefront of exploring digital imaging technologies for art historical and archaeological teaching, research, and publication.

The location of the university between Washington and Baltimore gives students the opportunity to use some of the finest museum and archival collections in the world for their course work and independent research. The department encourages students to hold internships at a number of these institutions. Curator/professors, exhibitions in the Art Gallery at the University of Maryland, interactive technologies, and the extensive use of study collections bring regional and distant museums into the classroom.

Close ties between the faculty and the undergraduate community are fostered through directed-study courses and undergraduate research assistantships. Selected students also gain valuable experience as undergraduate tutors for large lecture classes. The undergraduate Art History and Archaeology Association sponsors lectures, departmental gatherings, and field trips to museums on the East coast.

Requirements for the major in Art History are as follows: three ARTH courses (9 credits) at the 200 level; seven ARTH courses (21 credits) at the 300-400 level; either ARTT 100 or ARTT 110 (3 credits); a supporting area of four courses (12 credits) in coherently related subject matter outside the department of Art History and Archaeology at the 300-400 level. No credit toward the major can be received for ARTH 100 or 355. No course with a grade lower than C may be used to satisfy major or supporting area requirements.

Citation in Archaeology

15 credit hours. ARTH 484 and four courses approved list of courses. Students who fulfill Citation requirements will receive a Citation on the official transcript. Please contact the Director of Undergraduate Studies for more information.

Advising

Departmental advising is mandatory for all majors.

Honors Program

Qualified majors may participate in the department's honors program, which requires the completion of ARTH 496 (Methods of Art History) and ARTH 497 (Honors Thesis). Consult a departmental adviser for details.

Awards

The Department of Art History and Archaeology offers three undergraduate awards each year: the J.K. Reed Fellowship Award to an upper-level major and the George Levine and Frank DiFederico Book Awards to seniors nearing graduation.

Course Code: ARTH

ASIAN AND EAST EUROPEAN LANGUAGES AND CULTURES (CHIN, EALL, HEBR, JAPN, KORA, RUSS, SLAV)

College of Arts and Humanities

2106 Jimenez Hall, (301) 405-4239
<http://www.inform.umd.edu/ARHU/Depts/AsianEastEuropean>

Professor: Brecht, Ramsey
 Adjunct Professor: Li
 Associate Professors: Chin, Hitchcock, Kerkham, Lekic, Martin,
 Assistant Professors: Fradkin, Gor, Liu, Yotsukura
 Instructors: Levy, Miura, Sano, Shen, Yaginuma
 Lecturer: Lee

Departmental advising is mandatory for all second-semester sophomores and seniors.

Students must take language-acquisition courses sequentially, i.e., 101, 102, 201, 202, etc. Once credit has been received in a higher-level language acquisition or grammar course, a lower-level course may not be taken for credit.

Chinese Language and Literature

The Chinese major provides the training and cultural background needed for entering East Asia-related careers in such fields as higher education, the arts, business, government, international relations, agriculture, or the media. Students may also consider a double major in Chinese and another discipline, such as business, government and politics, economics, or journalism.

After completing the prerequisite of one year of language (12 credits): CHIN 101 (Elementary Chinese; six hours per week, fall); CHIN 102 (Elementary Spoken Chinese; three hours per week, spring); and CHIN 103 (Elementary Written Chinese; three hours per week, spring), students must complete 36 credits for the major course requirements (18 language, six civilization/history, 12 elective). No grade lower than C may be used toward the major.

Requirements for the Chinese major include the College of Arts and Humanities requirement of 45 upper-level credits completed. The College foreign-language requirement will automatically be fulfilled in the process of taking language major courses. Chinese students have the option of applying to live in St. Mary's Hall (Language House) and participating in a study-abroad program.

Chinese Course Requirements

Language:
 CHIN 201—Intermediate Spoken Chinese I (3)
 CHIN 202—Intermediate Written Chinese I (3)
 CHIN 203—Intermediate Spoken Chinese II (3)
 CHIN 204—Intermediate Written Chinese II (3)
 CHIN 301—Advanced Chinese I (3)
 CHIN 302—Advanced Chinese II (3)
 Civilization/History:
 Option I:
 HIST 284—East Asian Civilization I (3)
 and
 HIST 481—A History of Modern China (3)
 or
 HIST 485—History of Chinese Communism (3)
 Option II:
 HIST 285—East Asian Civilization II (3)
 and
 HIST 480—History of Traditional China (3)
 Electives (300-level or above; 12 credits)

Note: Electives must be in Chinese language, literature, linguistics, or other East Asian subjects (one must be in the area of Chinese linguistics and one in the area of Chinese literature), and are subject to approval by the student's adviser.

Business Option

Courses: CHIN 201-203; 202-204; 301-302; 411-412; 313 or 314 or 315; 421 or 422; HIST 284-481 or 485 or HIST 285-480 (36 credits). The following supporting courses are strongly recommended: CHIN 305-306; 401-402; 431-432.

Citations

Citation in Chinese Language

15 credit hours. Five courses in Chinese from approved list of courses. Contact the Director of Undergraduate Studies for more information.

Citation in Chinese Studies

15 credit hours. Five courses from approved list of courses. Contact the Director of Undergraduate Studies for more information.

Citation in Business Management for Chinese Majors (1107B)

15 credit hours. ECON 200 and four courses from approved list of BMGT courses. Contact Business, Culture and Languages Program at (301) 405-2621 for more information.

Citation in Business Chinese

15 credit hours. Five courses in Chinese from approved list of courses. Contact Business, Culture and Languages Program at (301) 405-2621 for more information.

Students who fulfill Citation requirements will receive a Citation on the official transcript.

Japanese Language and Literature

The Japanese major provides the training and cultural background needed for entering East Asia-related careers in such fields as higher education, the arts, business, government, international relations, agriculture, or the media. Students may also consider a double major in Japanese and another discipline, such as business, international relations, economics, or journalism.

After completing the prerequisite of one year of language (12 credits): JAPN 101 (Elementary Japanese I; six hours per week, fall); and JAPN 102 (Elementary Japanese II; six hours per week, spring), students must complete 42 credits for the major course requirements (24 language, six civilization/history, 12 elective). No grade lower than C may be used toward the major.

Requirements for the Japanese major include the College of Arts and Humanities requirement of 45 upper-level credits completed. The College foreign language requirement will automatically be fulfilled in the process of taking language major courses. Japanese students have the option of applying to live in St. Mary's Hall (Language House) and participating in a study-abroad program.

Japanese Course Requirements

Language:
 JAPN 201—Intermediate Japanese I (6)
 JAPN 202—Intermediate Japanese II (6)
 JAPN 301—Advanced Japanese I (6)
 JAPN 302—Advanced Japanese II (6)
 Civilization/History:
 Option I:
 HIST 284—East Asian Civilization I (3)
 and
 HIST 483—History of Japan Since 1800 (3)
 Option II:
 HIST 285—East Asian Civilization II (3)
 and
 HIST 482—History of Japan to 1800 (3)
 Electives (300-level or above; 12 credits)

Note: Electives must be in Japanese language, literature, linguistics, or other East Asian subjects (one must be in the area of Japanese linguistics and one in the area of Japanese literature), and are subject to approval by the student's adviser.

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Supporting Courses for Chinese or Japanese

Students are strongly urged to take additional courses in a discipline relating to their particular field of interest, such as art, history, linguistics, literary criticism, or comparative literature. The range of supporting courses can be decided upon in consultation with the student's adviser.

Business Option

Courses: JAPN 201-202; 301-302; 403-404; HIST 284-483 or 285-482 (36 credits). An additional six credits at the 300-400 level in electives in Japanese literature and linguistics are required.

Citations

Citation in Business Management for Japanese Majors (1108B)

15 credit hours. ECON 200 and four courses from approved list of BMGT courses.

Citation in Business Japanese

15 credit hours. Five courses in Japanese from approved list of courses.

Students who fulfill Citation requirements will receive a Citation on the official transcript. Contact Business, Culture and Languages Program at (301) 405-2621 for more information.

Russian Language and Literature

The undergraduate major in Russian Language and Literature consists of 39 hours beyond the basic language acquisition sequence (RUSS 101, 102, 201, 202). No course grade lower than C may be used to satisfy the major requirements. A common set of core courses is required of all majors, as well as nine hours of related course work. Students may want to consider a double major in Russian language and literature and another discipline, such as business, international relations, economics, or journalism. Russian students have the option of applying to live in St. Mary's Hall (Language House), and the majority of Russian majors participate in a study abroad program.

Russian Course Requirements

Eight Courses (24 credits) from the following:

- RUSS 210-Structural Description of Russian (3)
- RUSS 211-Applied Russian Phonetics (3)
- RUSS 301-Advanced Russian I (3)
- RUSS 302-Advanced Russian II (3)
- RUSS 303-Russian Conversation: Functional Skills (3)
- RUSS 307-Commercial Russian I (3)
- RUSS 321-Survey of Russian Literature I (3)
- RUSS 322-Survey of Russian Literature II (3)
- RUSS 401-Advanced Russian Composition (3)
- RUSS 402-Practicum in Written Russian (3)
- RUSS 403-Russian Conversation: Advanced Skills (3)
- RUSS 404-Practicum in Spoken Russian (3)

Two Courses (6 credits) of all content-based courses taught in Russian:

- RUSS 407-Commercial Russian II (3)
- RUSS 409-Selected Topics in Russian Language Study (3)
- RUSS 431-Russian Literature of the 19th Century I (3)
- RUSS 432-Russian Literature of the 19th Century II (3)
- RUSS 433-Russian Literature of the 20th Century (3)
- RUSS 434-Soviet Russian Literature (3)
- RUSS 439-Selected Topics in Russian Literature (3)

Supporting Courses

An additional 9 credits from among the following to be chosen in consultation with an advisor; 6 credits must be at 300-400 level:

- RUSS 221, 222, 281, 282, 298, 307, 327, 328, 329, 381, 382, 398, 405, 406, 407, 409, 410, 411, 439, 473. SLAV 469, 475, 479, 499.

Business Option

Courses: RUSS 210 or 211; 301-302; 303; 401; 403; 405-406; 307-407; 381-382; 467, for a total of 39 credits. It is strongly recommended that the student earn eight credits (such as RUSS 301,

303, 403, 467) in the Summer Programs in the Plekhanov Institute in Moscow or the Moscow Institute of Finance.

Citations

Citation in Russian Language

15 credit hours. (For non-native students). Five courses from approved list of courses. Contact the Director of Undergraduate Studies for more information.

Citation in Russian Language and Culture

15 credit hours. Requirements for non-native students: five courses from approved list of courses. Requirements for heritage/native speakers: five courses from approved list of courses. Contact the Director of Undergraduate Studies for more information.

Citation in Business Management for Russian Majors (1106B)

15 credit hours. ECON 200 and four courses from approved list of BMGT courses. Contact Business, Culture and Language Program at (301) 405-2621 for more information.

Citation in Business Russian

15 credit hours. Five courses in Russian from approved list of courses. Contact Business, Culture and Languages Program at (301) 405-2621 for more information.

Students who fulfill Citation requirements will receive a Citation on the official transcript.

Hebrew Language

The Hebrew Language Program provides, both to beginners and to those with previous background, an opportunity to acquire knowledge and skills in Hebrew language, culture, and thought. Elementary and Intermediate level language courses develop effective communication skills in modern Hebrew. Upper-level language courses emphasize reading comprehension, vocabulary enrichment, and writing skills. More advanced students focus on the analytical study of major classical and modern Hebrew texts.

While there is no Hebrew major, students wishing to focus on Hebrew language as a primary subject may do so through a concentration on Hebrew within the Jewish Studies major (see Jewish Studies Program).

The University of Maryland sponsors a semester program at Tel Aviv University. Scholarships for study in Israel are available through the Meyerhoff Center for Jewish Studies. Hebrew students have the option of applying to live in St. Mary's Hall (Language House) and participating in a study-abroad program.

Korean

At present, the department offers two courses in Korean, designed for students who have a speaking knowledge of the language, but who need to learn reading, composition, and aspects of Korean culture related to educated language use.

Citation in Korean Studies

15 credit hours. Five courses from approved list of courses. Students who fulfill Citation requirements will receive a Citation on the official transcript. Please contact the Director of Undergraduate Studies for more information.

Course Codes: CHIN, EALL, HEBR, JAPN, KORA, RUSS, SLAV

ASTRONOMY DEPARTMENT (ASTR)

College of Computer, Mathematical, and Physical Sciences

1204 Computer and Space Sciences Bldg., (301)405-3001

E-mail: astrgrad@deans.umd.edu

http://www.astro.umd.edu

Chair: Leventhal

Associate Director: Trasco

Professors: A'Hearn, Harrington, Kundu, Mundy, Papadopoulos, Rose,

Trimble, Vogel, Wilson

Professor Emeriti: Bell, Erickson, Kerr, Wentzel

Associate Professors: Harris, Stone

Assistant Professor: Hamilton, McGaugh, Miller, Ostriker, Veilleux,

Adjunct Professors: Holt
Associate Research Scientists: Arnaud, Balachandran, McFadden, Milikh, Schmahl, White
Assistant Research Scientists: Golla, Hewagama, Lisse, Loewenstein, Madjeski, Wolfire
Senior Research Scientists: Goodrich, Sharma

The Major

The Astronomy Department offers courses leading to a Bachelor of Science in Astronomy as well as a series of courses of general interest to non-majors. Astronomy majors are given a strong undergraduate preparation in astronomy, mathematics, and physics. The degree program is designed to prepare students for positions in government and industry laboratories or for graduate work in astronomy or related fields. A degree in astronomy has also proven valuable as preparation for non-astronomical careers.

Requirements for Major

Astronomy majors are required to take a two-semester introductory astronomy sequence: ASTR 120-121, an observing course ASTR 310 and an introductory astrophysics course ASTR 320. Two additional upper level astronomy course are also required.

Student majoring in astronomy are also required to obtain a good background in physics and in mathematics. The normal required sequence is PHYS 171, 272, 273 and the associated labs PHYS 174, 275 276. With the permission of the advisor, PHYS 161, 262, 263 and 174 can be substituted for this sequence. PHYS 374 and two additional 400-level Physics courses are required. Astronomy majors are also required to take a series of supporting courses in Mathematics. These are MATH 140, 141, 240, 241 and 246.

The program requires that a grade of C or better be obtained in all courses required for the major. Because of the similarities in the programs, it is relatively easy to obtain a double major in Physics and Astronomy. This route is strongly recommended for students planning to go on for graduate work in astronomy.

Detailed information on typical programs and alternatives to the standard program can be found in the pamphlet entitled, "Department Requirements for a Bachelor of Science Degree in Astronomy" which is available from the Astronomy Department office in.

Facilities

The Department of Astronomy has joined with two other universities in upgrading and operating a mm wavelength array located at Hat Creek in California. Observations can be made remotely from the College Park campus. Several undergraduate students have been involved in projects associated with this array. The Department also operates a small observatory on campus. There are four fixed telescopes ranging in aperture from 20" to 7". There are also six portable 8" telescopes. Most of the telescopes now have CCD cameras and several are computer controlled.. This facility is used extensively for undergraduate classes. An Open House Program for the public is also run. Details are available from the Astronomy Department office.

Courses for Non-Science Majors

There are variety of astronomy courses offered for those who are interested in learning about the subject but do not wish to major in it. These courses are designed especially for the non- science major. ASTR 100 and 101 are general survey courses in Astronomy. They covered (briefly) all the major topics in the field. ASTR 220 is an introductory course dealing with the topic, "Collisions in Space." Several 300-level courses are offered primarily for non- science students who want to learn about a particular field in depth, such as the Solar System, Stellar Evolution, the Origin of the Universe or Life in the Universe.

Honors

The Honors Program offers student of exceptional ability and interest in Astronomy opportunities for part-time research participation which may develop into full-time summer projects. Honors students work with a faculty advisor on a research project for which academic credit may be earned. Certain graduate courses are open for credit toward the bachelor's degree. (Students are accepted into the Honors Program by the Department's Honors Committee on the basis of grade point average or recommendation

of faculty.) Honors candidates submit a written proposal on their research project and enroll in ASTR 399 for at least 3 credits. In their senior year, students complete a research project, write a thesis and do an oral presentation before a committee. Satisfactory grades lead to graduation "with honors (or high honors) in Astronomy."

For Additional Information

Further information about advising and the Honor Program can be obtained by calling the Department of Astronomy office on (301) 405-3001.

ions in Space." Several 300-level courses are offered primarily for non-science students who want to learn about a particular field in depth, such as the Solar System, Stellar Evolution, the Orclusive of registration for master's research. At least 12 credits must be in the major area and at least 12 must be at the 600 level (not necessarily the same 12). In addition, at least six credits must be in a related field (supporting area).

The non-thesis option of the M.S. degree requires six credits in the major at the 600 level in addition to the general requirements described above. That is, a total of 30 credits are required of which 18 must be in the major and at least 18 at the 600 level. The student must also pass a written examination, usually consisting of the written part of the Ph.D. qualifying examination with appropriately chosen passing requirements.

Doctoral Degree Requirements

The graduate curriculum in Astronomy is in the process of being revised. The new requirements aim to be more flexible and more closely aligned with student interests. There will be five required Astronomy core courses. These will consist of two courses currently in the catalog -

Course Code: ASTR

BIOLOGICAL RESOURCES ENGINEERING (ENBE)

College of Agriculture and Natural Resources and A. James Clark School of Engineering

1457 An. Sci./Biological Resources Engr. Building, (301) 405-1198
E-mail ts167@umail.umd.edu
<http://www.bre.umd.edu>

Chair: Wheaton

Professors: Johnson, Shirmohammadi, Wheaton

Associate Professors: Kangas, Ross

Assistant Professors: Baldwin, Becker, Felton, Montas, Schreuders

Emeriti: Brodie, Grant, Harris, Krewatch, Merrick, Stewart

The Major

This program is for students who wish to become engineers but who also have serious interest in biological systems and how the physical and biological sciences interrelate. The biological and the engineering aspects of plant, animal, genetic, microbial, medical, food processing, and environmental systems are studied. Graduates are prepared to apply engineering, mathematical, and computer skills to the design of biological systems and facilities. Graduates find employment in design, management, research, education, sales, consulting, or international service.

Requirements for Major

Biological Resources Engineers can prepare themselves for a wide variety of careers. Each student has the opportunity specialize by taking technical electives in their interest area. Biological and engineering technical electives are chosen in consultation with their Departmental Advisor. While individuals have chosen to specialize in areas ranging from aquacultural engineering to biomedical engineering to food engineering, four specific focus areas are supported by the Department.

Bioenvironmental and Ecosystem Engineering

Bioenvironmental and Ecosystem Engineering is a focus area that concentrates on using principles of biological, environmental and engineering sciences to study the interacting processes necessary for a

90 Biological Resources Engineering

healthy environment. Students interested in this focus area need to strengthen their background in soils, ecosystem biology, natural resources, chemistry, fluids, hydrology, and pollution processes.

Biomedical Engineering

Biomedical engineering is a focus area that examines the wide range of activities in which the disciplines of engineering and biological or medical science intersect. Representative areas include: design of diagnostic and therapeutic devices for clinical use; development of biologically compatible materials; physiological modeling; and many others.

Biotechnological Engineering

Biotechnological Engineering is a focus area that applies scientific and engineering principles to the processing of materials by biological agents. Examples of products available as a result of biotechnology include antibiotics, vaccines, fuels such as ethanol, dairy products, and microbial pesticides.

Pre-medicine/Pre-veterinary

The pre-professional program for pre-medical and pre-veterinary students advises students preparing to apply to graduate programs in these areas. The Departmental Advisors assist students in setting career objectives, selecting undergraduate course work to meet the admissions criteria of the professional schools.

Educational Objectives

The objective of the undergraduate Biological Resources Engineering program is to produce engineers with:

1. The ability to design products and processes related to biological systems.
2. The ability to communicate well, especially with engineers and non-engineering biological specialists.
3. The ability to work successfully in teams.
4. The ability to conceptually categorize information, especially biological information, in order to deal effectively with technical advances coming at a rapid pace.
5. Provide engineering education with a solid grounding in fundamentals that will have lifelong value.
6. Provide understanding of human behavior, societal needs and forces, and the dynamics of human efforts and their effects on the environment.

Biological Resources Engineering Curriculum

Freshman Year

ENES 100—Introduction to Engineering Design	3
*MATH 140—Calculus I	4
*CHEM 133—General Chemistry I	4
*BSCI 105—Principles of Biology I	4
ENBE 110—Intro. to Bio. Res. Engineering	1
Total	16
ENES 102—Statics	3
*MATH 141—Calculus II	4
*CHEM 233—Organic Chemistry	4
*PHYS 161—General Physics	4
ENGL 101—Introduction to Writing	3
Total	18

Sophomore Year

MATH 241—Calculus III	4
BSCI 223—General Microbiology	4
ENES 220—Mechanics of Materials	3
*PHYS 262—General Physics	4
Total	15
MATH 246—Differential Equations for Scientists and Engineers	3
ENME 232—Thermodynamics	3
ENBE 241—Computer Use in Bioresource Engineering	3
BSCI 230—Cell Biology and Physiology	4
*CORE1	3
Total	16

Junior Year2

ENBE 453—Introduction to Biological Materials	3
ENBE 455—Basic Electronic Design	3
ENME 331—Fluid Mechanics	3
or ENCE 330—Basic Fluid Mechanics	3
[ENGR SCI: Technical Elective]3	3
*CORE1	3
Total	15
ECON 201—Principles of Economics	3
or (approved substitute)	3
ENBE 454—Biological Process Engineering	4
[BIOL SCI: Technical Elective]3	3
[ENGR SCI: Technical Elective]3	3
*CORE1	3
Total	16

Senior Year

ENBE 471—Biological Systems Control	3
ENBE 422—Water Resources Engineering	3
or ENBE 456—Biomedical Instrumentation	3
ENBE 485—Capstone Design I	1
[BIOL SCI: Technical Elective]3	3
ENGL 393—Technical Writing	3
*CORE1	3
Total	16
ENBE 482—Dynamics of Biological Systems	1
ENBE 484—Biological Responses to Environmental Stimuli	3
ENBE 486—Capstone Design II	2
[ENGR SCI: Technical Elective]3	3
*CORE1	3
Total	12
Total	124

*Satisfies General Education Requirements

¹Students must consult with an advisor on selection of appropriate courses for their particular area of study.

²No 300-level and above courses may be attempted until 56 credits have been earned.

³Technical electives, related to field of concentration, must be selected from a departmentally approved list.

Biological Sciences (BIOL SCI) technical electives may be chosen, depending on students' interests, from an approved list of courses in the following programs: Animal Sciences, Chemistry/Biochemistry, Entomology, Nutrition and Food Science, Geography, Geology, Hearing and Speech, Health, Horticulture, Kinesiology, Meteorology, Microbiology, Natural Resources Management, Natural Resources Sciences, Plant Biology, Psychology, and Zoology.

Engineering Sciences (ENGR SCI) technical electives may be chosen, also depending on students' interests, from among the following programs: Aerospace Engineering, Biological Resources Engineering, Civil Engineering, Chemical Engineering, Electrical Engineering, Fire Protection Engineering, Mechanical Engineering, and Nuclear Engineering.

Students not qualifying for CHEM 133 must take CHEM 103 and CHEM 113.

Admission/Advising

All Biological Resources Engineering majors must meet admission, progress, and retention standards of the Clark College of Engineering, but may enroll through either the College of Agriculture and Natural Resources or the School of Engineering.

Advising is mandatory; call (301) 405-1198 to schedule an appointment.

Contact departmental academic advisors to arrange teaching or research internships.

Financial Assistance

The department offers two scholarships specifically for biological Resources Engineering majors. Cooperative education (work study) programs are available through the Clark School of Engineering. Part-time employment is available in the department, in USDA laboratories located near campus, and at other locations.

Honors and Awards

Outstanding students are recognized each year for scholastic achievement and for their contribution to the department, college, and university. Top students are selected for Alpha Epsilon, the Honor Society of Biological Resources Engineering, and Tau Beta Pi, the engineering honor society.

Student Organization

Join BRES, the Biological Resources Engineering Society. Academic advisors will tell you how to become a participant.

Course Code: ENBE

BIOLOGICAL SCIENCES PROGRAM

College of Life Sciences

1302 Symons Hall, (301) 405-6892

Director: Margaret Palmer

Assistant Director: Joelle Presson

The Major

The Biological Sciences major is an interdepartmental program sponsored by the Departments of Entomology, Cell Biology and Molecular Genetics, and Biology. All Biological Sciences majors complete a common sequence of introductory and supporting courses referred to as the Basic Program. In addition, students must complete an Advanced Program within one of the following specialization areas:

- Plant Biology (PLNT)
- Entomology (ENTM)
- Microbiology (MICB)
- Zoology (ZOO)
- Cell and Molecular Biology and Genetics (CMBG)
- Physiology and Neurobiology (PHNB)
- Marine Biology (MARB)
- Behavior, Ecology, Evolution & Systematics (BEES)
- General Biology (GENB)
- Individualized Studies (BIVS)

A complete list of Specialization Area requirements is available from the Biological Sciences Program Office, (301) 405-6892, and on our website at www.life.umd.edu.

The undergraduate curriculum in Biological Sciences at the university emphasizes active learning through student participation in a variety of quality classroom and laboratory experiences. The well-equipped teaching laboratories train students in modern research technologies. The program requires supporting course work in chemistry, mathematics, and physics, yet allows time for exploration of other academic disciplines.

Each participating department offers research opportunities that may be completed either in a faculty member's research laboratory or field site or at one of the many nearby research facilities. The National Institutes of Health, the Patuxent Wildlife Refuge, the National Zoo, and the Chesapeake Bay Laboratory are just a few of the many sites utilized by University of Maryland students.

Many of our graduates pursue advanced degrees in master's or doctoral programs or in medical, dental, or other professional schools. Some elect to seek employment as skilled technical personnel in government or industry research laboratories. Others pursue careers in fish and wildlife programs, zoos, and museums. Other recent graduates are now science writers, sales representatives for the biotechnology industry, and lawyers specializing in environmental and biotechnology related issues.

Requirements for Major

	Semester Credit Hours
CORE Program Requirements	30
Basic Program in Biological Sciences	
BSCI 105—Principles of Biology I	4
BSCI 106—Principles of Biology II	4
BSCI 222—Principles of Genetics	4
One or two courses in Organismal Diversity	4

Supporting courses	30-32
MATH 220 or 140—Calculus I	
MATH 221 or 141—Calculus II	
CHEM 103—General Chemistry I	
CHEM 113—General Chemistry II	
CHEM 233—Organic Chemistry I	
CHEM 243—Organic Chemistry II	
PHYS 121 or 141—Physics I	
PHYS 122 or 142—Physics II	

Total Credits in Basic Program42-44

Advanced Program21-24

Electives16-19

A grade of C or better is required for BSCI 105, 106, 222, the diversity course, all courses in the Advanced Program and all supporting courses (math, chemistry, and physics). Majors in Biological Sciences cannot use any Life Sciences course to fulfill CORE Advanced Studies requirements, including courses in CHEM or BCHM.

Advising

Advising is mandatory during each pre-registration period for all Biological Sciences majors. All freshmen and new transfer students will be assigned an adviser from the College of Life Sciences advising staff. Students will be assigned to a departmental faculty adviser once a basic sequence of courses has been successfully completed. The departmental faculty advisers are coordinated by the following persons for the indicated specialization areas. These coordinating advising offices can be contacted for making appointments with an adviser or for any other information regarding that specialization area.

Smith	1219 H.J. Patterson	(301) 405-1597	CMBG, MICB PLNT GENB
Compton	2227 Bio.Psych. Bldg.	(301) 405-6904	ZOOL, PHNB, MARB, BEES
Kent	3142 Plant Sciences Bldg.	(301) 405-3911	ENTM, GENB
Presson	1326A Symons Hall	(301) 405-6892	BIVS

Honors

Outstanding students are encouraged to apply to departmental Honors Programs. Through the Honors Programs students will become actively involved in the ongoing scientific research at the university. Information about these honors programs may be obtained from the Assistant Director.

Course Code: BSCI

BIOLOGY (BIOL)

College of Life Sciences

2227 Biology-Psychology Building, (301) 405-6904

E-mail: biolugrad@umail.umd.edu

Professor and Chair: Jeffery

Associate Chair: Infantino

Professors: Borgia, Carr, Carter-Porges, Colombini, Gill, Palmer, Popper, Reaka-Kudla, Sebens, Via, Wilkinson

Associate Professors: Cohen, Dietz, Dudash, Fenster, Forseth, Goode,

Higgins, Imberski, Inouye, Payne, Racusen, Shaw, Small

Assistant Professors: Davenport, Hare, Sukharev, Tishkoff

Lecturers: Compton, Infantino, Jensen, Koines, Opoku-Edusei, Perrino

Jointly Appointed Faculty: Costanza, Mount, Poeppel

Professors Emeriti: Anastos, Clark, Corliss, Haley, Highton

Director of Graduate Studies: Forseth

Director of Undergraduate Studies: Compton

The Department of Biology (comprised of former Zoology and some former Plant Biology department faculty) participates in teaching and advising in the inter-departmental undergraduate Biological Sciences Program (see separate listing). Faculty interest and expertise span levels of organization from molecules to ecosystems in animals and plants.

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Requirements for Specialization

See Biological Sciences Program elsewhere in this chapter, or contact the Department of Biology Undergraduate Office.

Advising

Advising in the Biological Sciences program is mandatory. Students are assigned an advisor based on their area of specialization. The Department of Biology faculty coordinate and advise students who specialize in Physiology and Neurobiology (PHNB), Marine Biology (MARB), Zoology (ZOO), and Behavior, Ecology, Evolution and Systematics (BEES). Contact the Department of Biology Undergraduate Office, 405-6904, for information about advising or to schedule an appointment. For advising in other Biological Sciences Specialization areas, see the Biological Sciences Program listing in this catalog.

Honors

The Department of Biology Honors Program offers highly motivated and academically qualified students the opportunity to work closely with a faculty mentor on an original, independent research project. Students are required to participate in the program for at least three semesters, and need not have been admitted University Honors program in order to participate. Contact the undergraduate office for more information.

Course Code: BSCI

BUSINESS AND MANAGEMENT, GENERAL

For information, consult the Robert H. Smith School of Business entry in chapter 6.

CELL BIOLOGY AND MOLECULAR GENETICS

Note: The Department of Microbiology has merged with the Department of Plant Biology. The new name of the expanded department is the Department of Cell Biology and Molecular Genetics.

College of Life Sciences

Microbiology Building, (301) 405-5435
<http://www.life.umd.edu/CBMG>

Chair: Ades
Professors: Bean, Cooke, Ganttt†† Joseph, Simon, Sze, Weiner, Wolniak, Yuan
Associate Professors: Benson, Bottino, Destefano, Hutcheson, Mount, Stein, Stewart, Straney
Assistant Professors: Chang, deQuevas, Delwiche, Farber, Liu, Pontzer, Song
Instructors: Gdovin, Smith
Lecturer: Caines
Professors Emeriti: Cook, Diener††, Doetsch, Hetrick†, Patterson, Pelczar, Reveal, Roberson
Adjunct Professors: Cohen, Tsokos
Adjunct Associate Professor: Culver
Adjunct Assistant Professors: Baehrecke, Trun

The Majors

The department participates in the teaching and advising of three specialization areas of the interdepartmental major in Biological Sciences. They are Microbiology (MICB), Plant Biology (PLNT), and Cell, Molecular Biology, and Genetics (CMBG).

Microbiology is a field fundamental to all of biology. Specialization in the field encompasses not only study of the fundamental processes of bacteria, but also the examination of animal, plant, and bacterial viruses, as well as animal and plant defense systems that counter infection and invasion of microorganisms. Microbiology, including the sub-fields of virology and immunology, continues to be at the forefront. Microbiological principles are being applied in ecology, biotechnology, medicine, agriculture, and the food industry.

The Plant Biology specialization area is designed with a diverse range of career possibilities for students in plant biology and plant protection. The

department offers instruction in the fields of physiology, molecular biology, pathology, ecology, taxonomy, genetics, mycology, nematology, virology, and evolutionary plant biology.

Cell, Molecular Biology, and Genetics are combined into one specialization area due to their inter-relatedness and overlap. The combined areas will allow focus on the internal working of the cell and the interactions between cells, as well as the techniques used to understand cellular processes at the molecular level.

These areas of the biological sciences program will allow students to find opportunities in academia, industry, government, medicine, law, biotechnology, and public health.

Requirements for the Specialization Areas

See the Biological Sciences entry in this catalog or contact an adviser for specific program requirements.

Advising

Advising is mandatory. Students are assigned to faculty advisers based upon their area of specialization. The Department of Cell Biology and Molecular Genetics faculty coordinate and advise students who specialize in Microbiology (MICB), Plant Biology (PLNT), and Cell, Molecular Biology, and Genetics (CMBG). Contact the undergraduate program for information. Advising web page: <http://www.life.umd.edu/advising/advisor.htm>. 1219 H.J. Patterson Bldg., Phone: (301) 405-1597.

Research Experience and Internships

Students may gain research experience in off-campus laboratories or in on-campus faculty laboratories. Contact the undergraduate program office, (301) 405-1597, for more information.

Honors and Awards

The Departmental Honors Program involves an independent research undertaken with a faculty adviser. For information, contact the Honors Coordinator, S. Hutcheson, 3123 Microbiology Building. The P. Arne Hansen Award may be awarded to an outstanding departmental honors student. The Sigma Alpha Omicron Award is given annually to the graduating senior selected by the faculty as the outstanding student in Microbiology.

Student Organizations

All students interested in microbiology are encouraged to join the University of Maryland student chapter of the American Society for Microbiology, the professional scientific society for microbiologists. Information on this organization may be obtained from the ASM website, <http://www.asmsa.org>.

Course codes: MICB, PLNT, CMBG

CHEMICAL ENGINEERING (ENCH)

A. James Clark School of Engineering

2113 Chemical and Nuclear Engineering Bldg., (301) 405-1935
<http://www.ench.umd.edu/>

Professor and Chair: Barbari
Associate Chair and Undergraduate Director: Wang
Director of Graduate Studies: Gentry
Professors: Barbari, Bentley, Calabrese, Choi, DiMarzio**, Gentry, Greer, McAvoy, Panagiotopoulos, Pereira**, Regan, Weigand, Yang**
Associate Professors: Harris, Ranade**, Wang, Zafiriou
Assistant Professors: Adomaitis, Ehrman, Pulliam-Holoman
Emeriti: Beckmann, Gomezplata, Sengers, Smith
**Adjunct

The Major

The Chemical Engineering major is intended to equip students to function as effective citizens and engineers in an increasingly technological world as well as in science and engineering subjects. Depth as well as breadth is

required in the humanities and social sciences to understand the economic, ecological, and human factors involved in reaching the best technological solutions to today's problems.

The basic foundation in mathematical, chemical, physical, and engineering sciences is established in the first two years of the curriculum. A core of required chemistry and chemical engineering courses is followed by a flexible structure of electives that allows either breadth or specialization. Appropriate choices of electives can prepare a Chemical Engineering major for a career as an engineer and/or for graduate study. It is also an attractive major for those seeking a professional degree in medicine or law.

Areas stressed in the major include biochemical engineering, environmental engineering, polymer engineering, systems engineering, and engineering science. Project courses allow undergraduates to undertake independent study under the guidance of a faculty member in an area of mutual interest.

Requirements for Major

Requirements for the Chemical Engineering major include a thorough preparation in mathematics, physics, chemistry, and engineering science. Elective courses must include both Chemical Engineering courses and technical courses outside the department. A sample program is shown below.

	Semester	
	I	II
Freshman Year:		
ENES 100—Intro to Engineering Design	3	
ENES 102—Statics	3	
MATH 140—Calculus I	4	
MATH 141—Calculus II	4	
CHEM 133—General Chemistry for Engineers	4	
ENGL 101—Introduction to Writing	3	
PHYS 161—General Physics I	3	
CORE Program Requirements	6	
Total Credits	14	16
Sophomore Year		
MATH 241—Calculus III	4	
MATH 246—Differential Equations for Scientists & Engineers	3	
PHYS 262, 263—General Physics	4	4
ENES 230—Intro. to Materials and their Applications	3	
CHEM 233—Organic Chemistry I	4	
CHEM 243—Organic Chemistry II	4	
ENCH 215—Chem. Engr. Analysis	3	
ENCH 250—Computer Methods in Chem. Engineering	3	
CORE Program Requirements	3	
Total Credits	18	17
Junior Year		
ENCH 300—Chemical Process Thermodynamics	3	
ENCH 440—Chemical Engineering Kinetics	3	
ENCH 442—Chemical Engr. Systems Analysis	3	
CHEM 481, 482—Physical Chemistry I, II	3	3
CHEM 483—Physical Chemistry Lab I	2	
ENCH 422—Transport Processes I	3	
ENCH 424—Transport Processes II	3	
CORE Program Requirements	3	6
Total Credits	14	18
Senior Year		
ENCH 437—Chemical Engr. Lab	3	
ENCH 444—Process Engr. Economics and Design I	3	
ENCH 446—Process Engr. Economics and Design II	3	
ENCH 333—Seminar	1	
ENCH 426—Transport Processes III	3	
Technical Electives*	3	6
Science or Technical Elective*	3	
CORE Program Requirements	6	
Total Credits	15	16

Minimum Degree Credits: 128 credits and fulfillment of all departmental, school, and university requirements with a cumulative grade point average of 2.0.

*Students must consult with an adviser on selection of appropriate courses for their particular course of study.

Technical Electives Guidelines

Nine credits of technical electives and three credits of advanced chemistry electives are required. It is recommended that they be taken during the senior year.

Additional guidelines are as follows:

The senior technical electives are 400-level chemical engineering courses, including ENCH468x, and a limited number of approved 400-level technical courses from outside chemical engineering. Students should select electives with the help of an academic advisor. In general, at least two of the three technical electives should be ENCH4XX; the third one may be chosen from ENCH or from an approved list of non-ENCH technical courses. Business or non-technical courses are normally not approved. The advanced chemistry elective is normally a 400-level chemistry course.

Upon the approval of the academic advisor and written permission of the department, a limited amount of substitution may be permitted. Substitutes, including ENCH468 Research (1-3 credits), must fit into an overall plan of study emphasis and ensure that the plan fulfills accreditation design requirements. Students may elect to specialize in a specific area such as Biochemical Engineering, Environmental Engineering, Polymer Engineering, or Systems Engineering; or they may sample a variety of elective courses. Upon graduation, those who specialize in a particular technical area will receive a letter in recognition of their accomplishment from the Chair and the Director of Undergraduate Studies of the Chemical Engineering Department.

Technical Electives

Biochemical Engineering

ENCH 482—Biochemical Engineering (3)

ENCH 485—Biochemical Engineering Laboratory (3). Recommended only if ENCH 482 is taken.

Polymer Engineering

ENCH 490—Introduction to Polymer Science (3)

ENCH 494—Polymer Technology Laboratory (3). Recommended if ENCH 490 is taken.

ENCH 496—Processing of Polymer Materials (3)

Chemical Processing

ENCH 450—Chemical Process Development (3)

Systems Engineering

ENCH 452—Advanced Chemical Engineering Analysis (3)

ENCH 453—Applied Mathematics in Chemical Engineering (3)

ENCH 454—Chemical Process Analysis and Optimization (3)

Admission

All Chemical Engineering majors must meet admission, progress, and retention standards of the Clark School of Engineering.

Advising

All students choosing Chemical Engineering as their primary field must see an undergraduate adviser each semester. Appointments for advising can be made at 2113 Chemical and Nuclear Engineering Building, (301) 405-1935.

Co-op Program

The Chemical Engineering program works within the Clark School of Engineering Cooperative Engineering Education Program. For information on this program consult the Clark School of Engineering entry in chapter 6 of this catalog or call (301) 405-3863.

Financial Assistance

Financial aid based upon need is available through the Office of Student Financial Aid. A number of scholarships are available through the Clark School of Engineering. Part-time employment is available in the department.

Honors and Awards

Annual awards are given to recognize scholarship and outstanding service to the department, college and University. These awards include the David Arthur Berman Memorial Award, the Engineering Society of Baltimore Award, and the American Institute of Chemical Engineers Award for the outstanding senior in chemical engineering. AIChE awards are given to the junior with the highest cumulative GPA as well as to the outstanding junior and outstanding senior in chemical engineering.

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Student Organization

Students operate a campus student chapter of the professional organization, the American Institute of Chemical Engineers. Omega Chi Epsilon is the honorary Chemical Engineering Society.

Course Code: ENCH

CHEMISTRY AND BIOCHEMISTRY (CHEM, BCHM)

College of Life Sciences

1320 Chemistry Building, (301) 405-1788

Student Information: 1309 Chemistry Building, (301) 405-1791

Professor and Chair: Vacant

Associate Chairs: Blough, DeVoe

Director, Undergraduate Programs: Berkowitz

Professors: Alexander, Ammon, Blough, DeShong†, Fenselau, Grim,

Hansen, Helz, Jarvis†, Khanna, Lorimer, P. Mazzocchi, Mignerey†, G.

Miller, Moore, Munn, Thirumalai, Tossell, Walters, Weeks††, Weiner

Associate Professors: Boyd, DeVoe, Eichhorn, Falvey, Hu, Julin, Lee,

Murphy, Ondov, Reutt-Robey, Rokita, Sita

Assistant Professors: Arias, Bond, Davis, Evans, Forbes, Isaacs, Jollie,

Kahn, McDermott-Jones, Morehead, Walker

Instructors: D. Mazzocchi, Ebrahimian, Rebbert

Emeriti: Bellama, Freeman, Henery-Logan, Holmlund, Huheey, Jaquith,

Kasler, McNesby, Munn, O'Haver, Pratt, Sampugna, Stewart, Stuntz,

Vanderslice, Veitch

†Distinguished Scholar-Teacher

††Distinguished University Professor

Adjunct Professors: Kearney, Mazzola

The Majors

The Department of Chemistry and Biochemistry offers the B.S. Degree in both chemistry and biochemistry. The programs are designed with the maximum amount of flexibility to prepare students for graduate or professional school, career opportunities in chemical and pharmaceutical industries, and basic research positions in government and academic laboratories.

Chemistry courses for majors in chemistry or biochemistry begin with the three-semester General Chemistry sequence for majors: CHEM 143-153-227. Students who transfer into the chemistry or biochemistry programs and do not have the equivalent of CHEM 143-153-227 must take a three-semester sequence: CHEM 103-113-227. Additional courses common to both biochemistry and chemistry majors are the two-semester sequence in organic chemistry (CHEM 237-247), the one-credit seminar in professional issues (CHEM 395), the instrumental analysis course (CHEM 425), the two-semester lecture sequence in physical chemistry (CHEM 481-482) the first semester (CHEM 483) of the physical chemistry laboratory sequence, and EDCP 108-0.

Supporting courses for majors in both programs include MATH 140, MATH 141, PHYS 141, and PHYS 142.

Requirements for Chemistry Majors

Departmental requirements for chemistry majors include 18 credits of lower-level and 23 credits of upper-level courses. In addition to the specific courses mentioned above, chemistry majors take the inorganic chemistry course (CHEM 401), the second semester of physical chemistry laboratory (CHEM 484), and six credits of electives selected from approved chemistry and biochemistry courses. In order to meet requirements for a degree to be certified by the American Chemical Society, students must select certain specific courses, as explained by the undergraduate office.

Each required chemistry course must be passed with a minimum grade of C. Required supporting courses must be passed with a C average.

Semester Credit Hours

University CORE Requirements	30
College of Life Sciences Core Requirements	5*
Departmental Requirements	41
Supporting Courses	16
Electives	28
Total	120

Requirements for Biochemistry Majors

Departmental requirements for biochemistry majors include 30 credits of specific chemistry courses and BCHM 461, 462, and 464. In addition to the College of Life Sciences Core Requirement of BSCI 105 (4), biochemistry majors must take two additional approved biological science courses; certain specific courses, as explained by the undergraduate office.

Each required chemistry and biochemistry course must be passed with a minimum grade of C. Required supporting courses must be passed with a C average.

Semester Credit Hours

University CORE Requirements	30
College of Life Sciences Core Requirements	4*
Departmental Requirements	39
Supporting Courses	22
Electives	25
Total	120

*Other College of Life Sciences Core Requirements are satisfied by the departmental requirements.

Advising

Advising is mandatory. Appointments for advising can be made by contacting the secretary in the Office of Undergraduate Studies, Room 1309 Chemistry Building, (301) 405-1791.

Financial Assistance

Two scholarships are available for majors: the Isidore and Annie Adler Scholarship of \$500 to an outstanding major with financial need and the Leidy Foundation Scholarships of \$600 to two outstanding junior majors. No application is necessary, as all majors are automatically reviewed by the Awards Committee.

Honors and Awards

Students with a GPA of 3.0 or better who have completed two semesters of CHEM 399 (Introduction to Chemical Research) have an opportunity to sign up for CHEM 398 (Honors Research) in their senior year and be considered for departmental honors. After successful completion of a senior honors thesis and seminar, graduation "with honors" or "with high honors" in chemistry or biochemistry can be attained.

Student Organizations

Alpha Chi Sigma Chemistry Fraternity is a professional fraternity which recruits men and women students from chemistry, biochemistry, and related science majors during each fall and spring semester. The fraternity holds weekly meetings and provides tutoring for students in lower-level chemistry courses. The office is in Room 1403 Chemistry Building. Dr. Boyd (1206 Chemistry Building, 301-405-1805) is the faculty adviser.

Course Codes: CHEM, BCHM

CIVIL AND ENVIRONMENTAL ENGINEERING (ENCE)

A. James Clark School of Engineering

1179 Engineering Classroom Building, (301) 405-1974
<http://www.ence.umd.edu>

Professor and Chair: Baecher

Professors: Aggour, Albrecht, Amde, Ayyub, Birkner, G. Chang, Colville, Donaldson, Golden (Affiliate), Hao, McCuen, Schelling, Schonfeld, Sternberg, Vannoy

Associate Professors: Austin, P. Chang, Davis, Goodings, Haghani, Schwartz, Sircar (Affiliate), Torrents

Assistant Professors: Brubaker, Lovell, Moglen, Seagren, Sermons, Tseng

The Major

Civil and Environmental Engineering is a people-serving profession, concerned with the planning, design, construction and operation of large complex systems such as buildings and bridges, water purification and distribution systems, highways, rapid transit and rail systems, ports and harbors, airports, tunnels and underground construction, dams, power-generating systems, and structural components of aircraft and ships. Civil and environmental engineering also includes urban and city planning, water and land pollution and treatment problems, and disposal of hazardous wastes and chemicals. The design and construction of these systems are only part of the many challenges and opportunities for civil and environmental engineers. The recent revolution in computers, communications, and data management has provided new resources that are widely used by the professional civil and environmental engineer in providing safe, economical, and functional facilities to serve our society.

Requirements for Major

At both the undergraduate and graduate levels, the department offers programs of study in six major areas in civil engineering: engineering management, environmental engineering, geotechnical engineering, structural engineering, transportation engineering, and water resources and remote sensing. A total of 122 credit hours is required for a bachelor of science (B.S.) degree with emphasis in basic science (mathematics, chemistry, and physics), engineering science (mechanics of materials, statics, and dynamics), basic civil and environmental engineering core courses; and 18 credits of technical electives that may be selected from a combination of the six areas of civil engineering specialization and other approved courses. The curriculum provides a sensible blend of required courses and electives, which permits students to pursue their interests without the risk of overspecialization.

Program Learning Objectives

The faculty of the Department of Civil Engineering has established the following Program Educational Objectives:

1. Prepare all of our BSCE graduates with competitive skills and a comprehensive training in civil engineering, including opportunities for specialized training in the major discipline areas of civil engineering. The program should be competitive with the top civil engineering programs in the nation with respect to degree requirements, educational facilities, and faculty expertise.
2. The program should seek to attract and retain the best possible students, from a diverse population, including historically under-represented groups, including women.
3. The program should be structured with a common engineering Freshman year, and a Sophomore year with relatively few specialized civil engineering courses. The focus in these first two years should be primarily on basic engineering and physical sciences and fundamentals, to accommodate undecided students in the Department and throughout the School of Engineering, and allow for the articulated entry of students from the State Community College System.

4. The program should provide exposure to the broad spectrum of civil engineering practice in the Junior year to assist students in selecting an area of concentration within civil engineering that can provide focus and depth in the Senior year.
5. Prepare all of our graduates for successful careers in industry, government service, and future private practice, while seeking to qualify as many of our students as possible for admission to advanced study in the nation's best graduate schools in either engineering, business, or other areas of study where a first class civil engineering education is an excellent source of preparation.
6. The program should seek to instill in all students an appreciation and commitment to self-study, lifelong learning, and ensure that all students have an understanding of the context and ethical responsibilities within which the engineering profession is practiced. The program should also provide opportunities for students to work in teams, develop communication skills, and engage in a comprehensive multidisciplinary capstone design experience.
7. Decisions are to be based on assessments of the quality of our graduates and alumni, feedback from employers of our graduates, and self assessment of the faculty and program in meeting our objectives and learning outcomes goals.

Program Outcomes

In addition to ensuring technical competency of all graduates in the broad discipline areas of civil engineering, the Department must encourage the development of skills and abilities that will enhance the marketability of its graduates and provide them with the best possible opportunity for success in the work place. As a result, the faculty has agreed to develop the following abilities and skills within each graduate and has approved the following Program Outcomes:

1. Technical competence in mathematics, physical science, and engineering science.
2. Technical competence in basic civil engineering sciences.
3. Technical competence in at least one major area of specialization within civil and environmental engineering.
4. Ability to use computers, software, and experimentation as tools to solve engineering problems.
5. Ability to communicate and defend ideas effectively, including oral, written, and technical reports writing skills.
6. Ability to identify engineering problems and propose alternate solutions, including the step-by-step analysis and design of a system, component, or process.
7. Teamwork skills as applied to interdisciplinary design projects.
8. Understanding and appreciation of both the societal context of the civil engineering profession, and the ethical responsibilities of practicing engineers.
9. Appreciation of the need to seek further specialization within civil engineering and commit to life-long learning.
10. Awareness of the impact of technology and engineering on society, including life safety and environmental issues.
11. Interest in contemporary issues, both nationally and internationally, and the awareness of the impact of engineering in these areas.
12. Understanding of the importance of active participation in professional societies and the organizations in professional practice.

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Technical competence is measured by the ability to apply knowledge and fundamental principles to the solution of problems in each area noted. The students' perceptions of their abilities and growth in the above areas, and their opinions of the effectiveness of the program in meeting the program objectives, will be surveyed each semester and compared to faculty assessments to provide a solid basis for determining the actions needed to enhance the program and improve the quality and abilities of all graduates.

	Semester Credit Hours	
	I	II
Freshman Year		
MATH 140—Calculus I.....	4	
MATH 141—Calculus II.....		4
CHEM 133—General Chemistry for Engineers	4	
ENES 100—Introduction to Engineering Design	3	
ENES 102—Statics		3
ENGL 101—Introduction to Writing	3	
PHYS 161—General Physics		3
CORE Program Requirements		6
Total	14	16

Sophomore Year		
MATH 241—Calculus III.....	4	
MATH 246—Differential Equations for Scientists and Engineers	3	
PHYS 262, 263—General Physics II, II.....	4	4
ENES 220—Mechanics of Materials	3	
ENES 221—Dynamics		3
ENCE 202—Computational Methods in Civil Engineering I	3	
ENCE 203—Computational Methods in Civil Engineering II		3
CORE Program Requirements	3	3
Total	17	16

Junior Year		
ENCE 300—Fundamentals of Engineering Materials OR	3	
CHEM 233—Organic Chemistry+	4	
ENCE 302—Probability & Statistics for Civil Engineers	3	
ENCE 315—Introduction to Environmental Engineering.....	3	
ENCE 320—Construction Engineering and Management.....	3	
ENCE 330—Basic Fluid Mechanics.....	3	
ENCE 340—Fundamentals of Soil Mechanics.....	3	
ENCE 353—Introduction to Structural Analysis or		3
ENCE 355—Introduction to Structural Design++	3	
ENCE 370—Fundamentals of Transportation Engineering	3	
ENGL 393—Technical Writing.....		3
CORE Program Requirements		3
Total	15-16	15

Senior Year		
ENCE Technical Electives (Group A, B, C, D, E, F, G, and H)*.....	9	9
ENCE 320—Thermodynamics	3	
ENCE 466—Design of Civil Engineering Systems	3	
CORE Program Requirements	3	3
Total	15	15

Minimum Degree Requirements: 123 credits and the fulfillment of all departmental, school and University requirements with a cumulative grade point average of at least 2.0. Additional semester credits will be involved to the extent that courses carrying more than three credits are selected.

- + Depending on student's 400-level electives, either one or both courses may be needed.
- ++ Only one structures course is required at the junior level (either ENCE 353 or 355). If student completes both courses, one course will count as the required structures course and the other course will count as an elective.
- * See below, Notes Concerning Technical Electives.

Notes Concerning Technical Electives in Civil Engineering

A minimum of 18 credit hours of technical electives are required as follows:

ENCE 4XX—Electives*	3
ENCE 4XX—Electives*	3
ENCE 4XX—Electives**	3
ENCE 4XX—Electives**	3
ENCE 4XX—Electives***	3
ENCE 4XX—Electives***	3

* Two electives from any one category A, B, C, D, E, or F.

** Any two electives from categories A-G.

*** Any two electives from categories A-H, or one technical elective such as CHEM 4XX, or any ENXX 400-level course.

Category A: ENCE 423, ENCE 425

Category B: ENCE 430, ENCE 431, ENCE 432

Category C: ENCE 435, ENCE 436

Category D: ENCE 441, ENCE 442

Category E: ENCE 355, ENCE 454, ENCE 455

Category F: ENCE 470, ENCE 471, ENCE 472

Category G: ENCE 353, ENCE 463, ENCE 465

Category H: ENCE 410, ENCE 420, ENCE 433, ENCE 440,

ENCE 453, ENCE 488, ENCE 489

Admission/Advising

See A. James Clark School of Engineering entrance requirements in chapter 6.

All students are advised by Dr. Bruce Donaldson who assists in course selection and scheduling throughout the student's entire undergraduate program. For advising, contact Dr. Donaldson, (301) 405-1127, 1182 Engineering Classroom Building.

Fieldwork and Internship Opportunities

Several excellent co-op opportunities are available for Civil Engineering students. See the A. James Clark School of Engineering entry in chapter 6 of this catalog for a full description of the Engineering co-op program, or contact Ms. Heidi Sauber, (301) 405-3863.

Financial Assistance

The Department of Civil Engineering awards a number of academic scholarships. These awards are designated primarily for junior and senior students. A department scholarship committee solicits and evaluates applications each year.

Honors and Awards

See A. James Clark School of Engineering Honors Program. The Department of Civil Engineering offers the following awards: 1) The Civil Engineering Outstanding Senior Award; 2) The ASCE Outstanding Senior Award; 3) The Woodward-Clyde Consultants Award; 4) The Bechtel Award; 5) The Chi Epsilon Outstanding Senior Award; 6) The Ben Dyer Award; 7) The ASCE Maryland Section Award; and 8) The Department Chairman's Award.

Student Organizations

Student organizations include the American Society of Civil Engineers and Institute of Transportation Engineers student chapters which are open to all civil engineering students. The Civil Engineering Honor Society, Chi Epsilon, elects members semi-annually. Information on membership and eligibility for these student organizations may be obtained from the president of each organization, 0401 Engineering Classroom Building.

Course Code: ENCE

CLASSICS (CLAS)

College of Arts and Humanities

2407 Marie Mount Hall, (301) 405-2014

E-mail: jh10@umail.umd.edu

<http://www.inform.umd.edu/EdRes/Colleges/ARHU/Depts/Classics>

Professors: Hallett† (Chair)

Associate Professors: Doherty, Lee, Staley, Stehle

Assistant Professor: Dietrich, Rutledge

†Distinguished Scholar-Teacher

The Major

Classics is the study of the languages, literature, culture and thought of ancient Greece and Rome. Students at the University of Maryland may major in Classical Languages and Literatures with four options and may enroll in a variety of courses on the classical world. These options include Latin, Greek, Greek and Latin, and Classical Humanities.

Advising

Departmental advising is mandatory for all majors every semester.

Requirements for Major

Requirements for the Classics major include the College of Arts and Humanities requirement of 45 upper-level credits completed.

The College foreign-language requirement will be automatically fulfilled in the process of taking language courses in the major.

Option A: Latin

Thirty credits of Latin at the 200-level or higher, at least 12 of which must be at the 400-level or higher, plus nine credits of supporting courses (for example, CLAS 170, HIST 110, and one 300- or 400-level course in Roman history).

Option B: Greek

Thirty credits of Greek at the 200-level or higher, at least 12 of which must be at the 400-level or higher, plus nine hours of supporting courses (for example, CLAS 170, HIST 110, and a 300- or 400-level course in Greek history).

Option C: Latin and Greek

Thirty credits of either Greek or Latin and 12 hours of the other classical language, plus nine hours of supporting courses (for example, CLAS 170, HIST 110, and a 300- or 400-level course in Greek or Roman history). Students with no previous training in the second language may count introductory level courses as part of the 12-hour requirement.

Option D: Classics in Translation (Classical Humanities)

Eighteen credits in CLAS courses; 12 credits in Greek or Latin courses; 12 credits in upper-level supporting courses (normally in Art History, Archaeology, Architecture, Government, History, Linguistics, or Philosophy). Note: Students are encouraged to substitute 300- and 400- level courses in LATN and GREK for some of the 18 required hours in CLAS.

Students must take language acquisition courses sequentially, i.e., 101, 102, 201. Once credit has been received in a higher-level language acquisition or grammar course, a lower-level course may not be taken for credit. The student should begin the sequence at the appropriate level.

Citations

Citations in Ancient Greek Language and Literature

16 credit hours. GREK 201, CLAS 270, GREK 301, and two courses from approved list of courses.

Citation in Classical Language and Mythology

15-16 credit hours. CLAS 170, 470, and three courses from approved list of courses.

Citation in Latin Language and Literature

16 credit hours. LATN 201 or 220, CLAS 271, and three courses from approved list of courses.

Students who fulfill Citation requirements will receive a Citation on the official transcript. Please contact the Director of Undergraduate Studies for more information.

Course Codes: CLAS, GREK, LATN

COMMUNICATION (COMM) (FORMERLY SPEECH COMMUNICATION)

College of Arts and Humanities

2130 Skinner Building, (301) 405-8979 (main office), 405-6519 (undergraduate office)

<http://www.inform.umd.edu/ARHU/Depts/Communication>

Professor and Chair: Fink†

Professors: J. Grunig, Wolvin

Associate Professors: Gaines, L. Grunig, Klumpp, McCaleb

Assistant Professors: Aldoory, D. Cai, Drake, Garst, McComas, Meffert, S. Parry-Giles

Director of Undergraduate Studies and Lecturer: Waks

Lecturers: Altschul, J. Cai, Eadie, Falk, Gring-Pemble, Mason, Morrison, Reuter

Affiliate Professors: Brown (SOCY), Fahnestock (ENGL), Gurevitch (JOUR), Kruglanski (PSYC)

Affiliate Assistant Professors: Gelfand (PSYC), McDaniel (KNES)

Visiting Assistant Professors: T. Parry-Giles, Lawrence

†Distinguished Scholar-Teacher

Communication takes as its subject matter the history, processes, and effects of human communication through speech and its extensions. The departmental curriculum is designed to provide a liberal education in the arts and sciences of human communication as well as preparation for career opportunities in business, government, education, and related fields. Within the curriculum, students may pursue academic programs that emphasize many disciplinary areas, including intercultural communication, political communication, public relations, negotiation and conflict management, cognition and persuasion, rhetorical theory, history of rhetoric, and criticism of public discourse. Departmental advising is mandatory for new majors, second semester sophomores, and seniors.

The Major

Requirements for the Communication major include a minimum of 45 upper-level credits and the foreign language requirement of the College of Arts and Humanities. No course with a grade less than C may be used to satisfy major requirements.

Requirements for Major

The course of study for a Communication major must satisfy all of the following requirements.

1. One course from the following list: COMM 107, 200, or 230.
2. COMM 250, 400, and 401.
3. Completion of one of the following tracks: Communication Research, Communication Studies, Public Relations, or Rhetoric and Public Discourse.
 - a. Communication Research COMM 402
 - Five courses from the following: COMM 420, 424, 425, 426, 435, 470, 475, 477, 482. 6 semester hours in COMM at least three of which are at the 300-400 level. One course from the

98 Comparative Literature Program

following (Statistical Analysis): PSYC 200, SOCY 201, BMGT 230, EDMS 451 or an equivalent course. One course from the following (Structural Analysis of Language): LING 200, HESP 120, ANTH 380 or an equivalent course. 9 semester hours in courses related to Communication Research in one department other than COMM

b. Communication Studies COMM 402

One course from the following: COMM 420, 424, 425, 426, 435, 470, 475, 477, 482. One course from the following: COMM 330, 360, 450, 451, 453, 455, 460, 461, 469, 471, 476. 15 semester hours in COMM courses at least 12 of which must be at the 300-400 level. One course from the following (Statistical Analysis): PSYC 200, SOCY 201, BMGT 230, EDMS 451 or an equivalent course. One course from the following (Structural Analysis of Language): LING 200, HESP 120, ANTH 380 or an equivalent course. 9 semester hours in courses related to Communication Studies in one department other than COMM

c. Public Relations JOUR 201 and 202; COMM 350, 351, 352, 386, and 483. 3 semester hours in COMM at the 300-400 level. One course from the following (Statistical Analysis): PSYC 200, SOCY 201, BMGT 230, EDMS 451 or an equivalent course. One course from the following (Economics): ECON 200 or 201. 9 semester hours in courses related to Public Relations in one department other than COMM or JOUR

d. Rhetoric and Public Discourse COMM 450. Five courses from the following: COMM 330, 360, 451, 453, 455, 460, 461, 469, 471, 476. 6 semester hours in COMM at least three of which must be at the 300-400 level. One course from the following (Critical Analysis of Discourse): AMST 432, CMLT 488, ENGL 453, JWST 263, PHIL 233. One course from the following (Structural Analysis of Language): LING 200, HESP 120, ANTH 380 or an equivalent course. 9 semester hours in course related to Rhetoric and Public Discourse in one department other than COMM

Because the department's curriculum changes over time, the department's Undergraduate Director may approve other appropriate Communication courses to meet the requirements for each track.

Courses required for the Communication major but taken outside COMM may be used to satisfy CORE requirements.

Communication offers special opportunities for majors. Superior students may participate in an Honors Program; contact the Honors Director. The department sponsors a chapter of Lambda Pi Eta National Honor Society. An internship program is also available to students doing work related to the major; contact the outreach coordinator.

Course Code: COMM

COMPARATIVE LITERATURE PROGRAM (CMLT)

College of Arts and Humanities
2107 Susquehanna Hall, 405-2853

Core Faculty

Professor and Director: Harrison* (Spanish and Portuguese)
Professors: Berlin* (English and Jewish Studies), Collins* (English), Fuegi, Hage* (French), Lanser†* (English), Lifton, Peterson* (English)
Associate Professor: Wang* (English)
Instructor: Robinson
Visiting Assistant Professor: Conroy* (American Studies)
*Joint appointment with unit indicated
†Distinguished Scholar-Teacher

Affiliate Faculty

Professors: Alford, Auchard, Barry, Beck, Bedos-Rezak, Bolles, R. Brown, Caramello, Caughey, Chambers, Coogan, Cross, Cypess, Donawerth, Fahnestock, Fink, Flieger, Gillespie, Grossman, Hallett, Handelman, Holton, Kauffman, Kelly, Kolker, Leinwand, Leonardi, Mossman, M. Smith, Pearson, Robertson, Trousdale, Turner

Associate Professors: Bami, J. Brown, Cate, Coustaut, Doherty, Falvo, Greene-Gantzberg, Igel, Kerkham, King, Kuo, Mintz, Norman, Peres, Phaf, Ray, Richardson, Sargent, Strauch, Withers, Zilfi
Assistant Professors: Cohen, Sherman, Upton, Williams

The Major

A pre-structured Individual Studies major is available through Undergraduate Studies. This major requires competence in a second language and may emphasize either literature or media. Undergraduates may also emphasize comparative studies in literature, culture, and/or media as they work toward a degree in another department associated with the Comparative Literature Program.

Citation in Comparative Studies

A student who specializes in 15-16 hours of concentrated study in the courses of the Comparative Literature Program will receive a citation on the official transcript. Please contact the Director of Undergraduate Studies for approval of courses.

Course Code: CMLT

Revised 1/12/00

COMPUTER ENGINEERING (ENCP)

A. James Clark School of Engineering
Department of Electrical and Computer Engineering

2429 A.V. Williams Building, (301) 405-3685

E-mail: eeadvise@deans.umd.edu

<http://www.ece.umd.edu>

Chair: Farvardin

Professors: Agrawala, Aloimonos, Basili, Chu (Emeritus), Davis, DeClaris, Edmunson (Emeritus), Elman, Gasarch, Gligor, Kanal (Emeritus), Ja'Ja', Ligomenidis (Emeritus), Miller, Minker (Emeritus), Nakajima, Nau, O'Leary, Oruc, Perlis, Reggia, Rosenfield, Roussopoulos, Saltz, Samet, Shankar, Shneiderman, Smith, G. W. Stewart, Tripathi, Vishkin, Zelkowitz
Associate Professors: Dorr, Faloutsos, Gerber, Hendler, Kruskal, Khuller, Mount, Porter, Pugh, Pugsley (Emeritus), Purtilo, Silio, Subrahmanian
Assistant Professors: Barua, Bederson, Bhattacharyya, Chawathe, M.J. Franklin, M. Franklin, Golubchik, Hollingsworth, Jacob, Keleher, Salem, D. Stewart, Tseng, Yeung
Lecturers: Glenn, Golub, Herman, Kaye, Lin, Plane, Postow, Maybury

The Major

The computer engineering major combines the strengths of both the Department of Electrical and Computer Engineering and the Department of Computer Science to prepare students for careers in the computer industry. The program encompasses the study of hardware, software, and systems questions that arise in the design development, and application of computers and embedded systems. Specifically, computer engineering students will have a knowledge of hardware systems (electrical networks, electronics, and VLSI); a knowledge of software systems (algorithms, data structures, and operating systems); and a knowledge of how these two domains interact (digital logic, signal and system theory, computer architectural and performance analysis). Computer Engineering students will learn about everything that goes into digital and computing systems, from solid state physics to CMOS VLSI design, to computer architecture to programming, and from operating systems to compiler and language theory.

The following are the objectives of the Computer Engineering Degree Program:

1. Provide all students with basic training in computer engineering, as well as opportunities for specialized training in several technical areas;
2. Prepare students for study in the nation's top graduate schools and/or employment in a variety of positions in government and industry;
3. Through such tools as honors courses, research programs and financial aid packages, facilitate the recruitment and retention of a diverse student body, with particular emphasis on historically underrepresented groups;
4. Provide students with an understanding of the social context of the computer engineering profession;
5. Provide students with an understanding of the ethical responsibilities of practicing engineers, as stipulated in the IEEE Code of Ethics;
6. Provide students with an ability to communicate and defend their ideas effectively;

7. Provide students with the skills necessary for successful participation in interdisciplinary projects;
8. Provide students with an ability to identify engineering problems and propose appropriate solutions, including the step-by-step design of a system, component or process;
9. Provide students with a strong foundation in mathematics, sciences and engineering, and the ability to apply said knowledge to solving engineering problems;
10. Provide students with an ability to design and conduct experiments, interpret empirical observations and analyze data;
11. Provide students with opportunities to engage in structured research activities;
12. Maintain technological relevance by introducing students to current applications in the field, as well as to state-of-the art laboratory equipment and computer simulation tools;
13. Provide students with a motivation to seek further specialization in the field of computer engineering, and to continue learning, whether in a formal academic setting or through self-instruction.

Requirements for Major

As in all engineering degrees, the student starts out with a core curriculum in mathematics and basic science. Subsequent years of study involve courses covering a balanced mixture of hardware, software, hardware-software trade-offs, and basic modeling techniques used to represent the computing process. Courses covering algorithms, data structures, digital systems, computer organization and architecture, software and hardware design and testing, operating systems, and programming languages will be included. Elective courses must include electrical engineering and computer science courses and technical courses outside the departments. A sample program is shown below.

	Semester and Credit Hours
First Year	I II
CORE—General Education	3
CHEM 133—General Chemistry	4
PHYS 161—General Physics	3
MATH 140, 141—Calculus I, II	4 4
CMSC 114—Computer Science I	4
CMSC 150—Discrete Structures	4
ENES 100—Intro. to Engr. Design	3
Total Credits	15 14
Sophomore Year	I II
CORE Courses—General Education	3 6
MATH 246—Differential Equations	3
CMSC 214—Computer Science II	4
CMSC 251—Algorithms	3
PHYS 262—General Physics	4
ENEE 241—Numerical Techniques	3
ENEE 204—Basic Circuit Theory	3
ENEE 206—Fundamental Lab	2
ENEE 244—Digital Logic Design	3
Total Credits	17 17
Junior Year	I II
CORE Courses—General Education	3 6
CMSC 330—Organizations of Program Languages	3
CMSC 412—Operating Systems	4
ENEE 302—Digital Electronic Circuits	3
ENEE 322—Signal and System Theory	3
ENEE 324—Engineering Probability	3
ENEE 350—Computer Organization	3
ENEE 446—Computer Design	3
Total Credits	15 16
Senior Year	I II
CORE Courses—General Education	3 3
Electives*	12 12
Total Credits	15 15

Computer Engineering Electives

- At least six credits must be from the Approved Computer Engineering Course list (three credits must be from a 400-level course);
- 12 credits of engineering topics from the Approved Computer Engineering Course list;
- One upper level course in engineering (cannot be electrical; ENME 320, Thermodynamics, is recommended);
- Four credits of engineering lab coursework from the Approved Computer Engineering Course list;

- One engineering Capstone course (minimum 2 credits)
- At least one CMSC and ENEE course from the Approved Computer Engineering Course list.

See the GENERAL EDUCATION REQUIREMENTS (CORE) for details about CORE program requirements.

Admission

Admission requirements are the same as those of other departments in the School of Engineering. (See A. James Clark School of Engineering section on Entrance Requirements.) Computer Engineering is a highly selective program and only a limited number of students are admitted each academic year.

Advising

In addition to the ECE Office, faculty in Computer Engineering function as undergraduate advisers. Departmental approval is required

for registration in all upper-division courses in the major. The department's Undergraduate Office (2429 A.V. Williams Building, 301-405-3685) is the contact point for undergraduate advising questions.

Cooperative Education Program

Participation in the Cooperative Education Program is encouraged. See A. James Clark School of Engineering entry for details.

Financial Assistance

Several corporate scholarships are administered through the Department. Information and scholarship applications are available from either the Department of Electrical and Computer Engineering Undergraduate Office, 2429 A.V. Williams Building, (301) 405-3685, or the Clark School of Engineering Student Affairs Office, 1124 Engineering Classroom Building, (301) 405-3855.

Job Opportunities

Computer Engineers have virtually unlimited employment opportunities in both industry and government. Some of the specific jobs that students of computer engineering might acquire are: computer designer, application specialist, embedded system designer, interfacing and telecommunication designer, data logging and control, industrial systems design, hardware design, biomedical device design, real-time software design and development, instrumentation analysis and control, computer-integrated manufacturing.

Research Labs

The Department of Electrical and Computer Engineering is affiliated with more than 40 specialized laboratories, supporting activities including: speech and image processing, high performance systems, mobile computing and multimedia, communication networks, robotics, control systems, neural systems, systems integration, VLSI design and testing, experimental software engineering, semiconductor materials and devices, photonics, fiber optics, ion beam lithography, real-time systems, human-computer interaction, and virtual reality.

Student Organizations

Please see listing for ENEE

Courses (see full descriptions in chapter 8)

- CMSC 114—Computer Science I (4)
- CMSC 150—Introduction to Discrete Structures (4)
- CMSC 214—Computer Science II (4)
- CMSC 251—Algorithms (3)
- CMSC 330—Organization of Programming Languages (3)
- CMSC 412—Operating Systems (4)
- ENEE 204—Basic Circuit Theory (3)
- ENEE 206—Fundamental Electric and Digital Circuit Laboratory (2)
- ENEE 241—Numerical Techniques in Engineering (3)
- ENEE 244—Digital Logic Design (3)
- ENEE 302—Digital Electronics (3)
- ENEE 322—Signal and System Theory (3)

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ENEE 324—Engineering Probability (3)
ENEE 350—Computer Organization (3)
ENEE 446—Digital Computer Design (3)

Course Codes: ENEE, CMSC

COMPUTER SCIENCE (CMSC)

College of Computer, Mathematical and Physical Sciences
1109 A.V. Williams Building, (301) 405-2672
E-mail: ugrad@cs.umd.edu
<http://www.cs.umd.edu>

Professor and Chair: Davis
Professors: Agrawala, Aloimonos, Basili, Elman, Gasarch, Miller, Nau, O'Leary, Perlis, Reggia, Rosenfeld, Roussopoulos, Saltz, Samet, Shankar, Shneiderman, Smith, Stewart, Subrahmanian, Tripathi, Zelkowitz
Associate Professors: Dorr, Faloutsos, Gerber, Handler, Hollingsworth, Kruskal, Mount, Porter, Pugh, Purtilo
Assistant Professors: Bederson, Bhattacharjee, Chawathe, Franklin, Golubchik, Hollingsworth, Keleher, Khuller, Tseng
Instructor: Plane
Lecturers: Glenn, Golub, Herman, Hugue, Kaye, Lin, Maybury, Postow
Professors Emeriti: Atchison, Chu, Edmundson, Kanal, Minker

The Major

Computer science is the study of computers and computational systems: their theory, design, development, and application. Principal areas within computer science include artificial intelligence, computer systems, database systems, human factors, numerical analysis, programming languages, software engineering, and theory of computing. A computer scientist is concerned with problem solving. Problems range from abstract determinations of what problems can be solved with computers and the complexity of the algorithms that solve them to practical matters (design of computer systems which are easy for people to use). Computer scientists build computational models of systems including physical phenomena (weather forecasting), human behavior (expert systems, robotics), and computer systems themselves (performance evaluation). Such models often require extensive numeric or symbolic computation.

Requirements for Major

Note: Changes in major requirements are under review. Students should check with a departmental adviser for updated information.

The course of study for a Computer Science major must satisfy all of the following requirements:

1. A grade of C or better in the following courses:
 - a. CMSC 106 or an acceptable score on the Computer Science Advanced Placement examination or acceptable score on the appropriate Department exemption examination.
 - b. CMSC 114 or acceptable score on the Computer Science Advanced Placement examination or acceptable score on the appropriate Department exemption examination.
 - c. CMSC 214 or an acceptable score on the appropriate Department exemption examination.
 - d. CMSC 250 or an acceptable score on the appropriate Department exemption examination.
 - e. At least 24 credit hours at the 300-400 levels, including CMSC 311, CMSC 330 and at least 15 credit hours of the following CMSC courses:
Computer Systems: Any two of 411; 412; 417
Information Processing: 420; one of 421, 424, 426; or 427
Software Engineering/Programming Languages: Any two of 430; 433; 434; 435;
Theory of Computation: 451; 452;
Numerical Analysis: one of 460 or 466; 467.
Note: CMSC 451 and 452 require CMSC 251 as an additional prerequisite. Courses in Numerical Analysis require MATH 240 or 241 as additional prerequisites. Students without either of these prerequisites must choose their 15 credit hours from the remaining courses in the other three areas.

2. MATH 140 and 141 (or MATH 350 and MATH 351). A STAT course which has MATH 141 (or a more advanced mathematics course) as a prerequisite, and one other MATH, STAT, or MAPL course which

has MATH 141 (or a more advanced mathematics course) as a prerequisite. A grade of C or better must be earned in each of the courses. No course that is cross-listed as CMSC may be counted in this requirement.

3. A minimum of 12 additional credit hours of 300-400 level courses in one discipline outside of computer science with an average grade of C or better. No course that is cross-listed as CMSC may be counted in this requirement.

Advising

Computer science majors may obtain advising at room 1109 A.V. Williams Building. Interested students should call (301) 405-2672 to receive further information about the program.

Financial Assistance

Students may find employment as tutors, as undergraduate teaching assistants, or as members of the department's laboratory staff. Professors may also have funds to hire undergraduates to assist in research. Many students also participate in internship or cooperative education programs, working in the computer industry for a semester during their junior or senior years.

Honors

A departmental honors program provides an opportunity for outstanding undergraduates to take graduate-level courses or to begin scholarly research in independent study with a faculty member. Students are accepted into the program after their sophomore year based on their academic performance.

Student Organizations

Computer-related extracurricular activities are arranged by our student chapter of the ACM, a professional group for computer sciences, and by the Society of Women in Computer Science. Meetings include technical lectures and career information.

Course Code: CMSC

COUNSELING AND PERSONNEL SERVICES (EDCP)

College of Education

3214 Benjamin Building, (301) 405-2858

Professor and Chair: Power
Professors: Birk (Emeritus), Byrne (Emeritus), Hershenson, Lent, Magoon (Emeritus), Marx, Pumroy (Emeritus), Rosenfield, Schlossberg (Emeritus), Hoffman, Sedlacek (Affiliate)
Associate Professors: Boyd, Clement (Affiliate), Fassinger, Greenberg, Jacoby (Affiliate), Komives, McEwen, Pope-Davis, Scales (Affiliate), Strein, Teglassi, Westbrook (Affiliate)
Assistant Professors: Bagwell (Affiliate), Freeman (Affiliate), Gast (Affiliate), Holcomb-McCoy, Kandell (Affiliate), Lucas, Mielke (Affiliate), Millem, Osteen (Affiliate), Phillips, Schmidt (Affiliate), Stewart (Affiliate), Stimpson (Affiliate), Thomas (Affiliate)

The Department of Counseling and Personnel Services offers programs of preparation at the master's degree, advanced graduate specialist, and doctoral degree levels for counselors in elementary and secondary schools, rehabilitation agencies, business and industry, and college and university counseling centers. Additional graduate programs of preparation are provided for college student personnel administrators and school psychologists. The department also offers a joint doctoral program with the Department of Psychology in counseling psychology.

While the department does not have an undergraduate major, it does offer a number of courses which are open to undergraduates and are suggested for students considering graduate work in counseling or other human service fields. Specific courses in peer counseling, leadership, and diversity are provided.

Course Code: EDCP

CRIMINOLOGY AND CRIMINAL JUSTICE (CCJS)

College of Behavioral and Social Sciences

2220 LeFrak Hall, (301) 405-4699

Distinguished University Professor and Chair: Sherman

Professors: Farrington (Research), Gottfredson, Laub, MacKenzie, Paternoster[†], Reuter, Smith, Wellford

Associate Professors: Russell, Simpson, Taxman (Research), Wish

Assistant Professors: Bass, Brame, Bushway, Li (Research), Tseloni, Wilson (Research)

Lecturers: Chapman, Cosper, Gaston, Johnston, Mauriello, Zumbrun

Professor Emeritus: Lejins* (Sociology)

Instructor: Brooks

[†]Distinguished Scholar-Teacher.

*Joint Appointment with unit indicated.

The purpose of the Department of Criminology and Criminal Justice is to promote study and teaching concerning the problems of crime, delinquency, law and social control. The department comprises as its component parts:

1. The Criminology and Criminal Justice Program, leading to a Bachelor of Arts degree
2. The Graduate Program, offering M.A. and Ph.D. degrees in Criminology and Criminal Justice
3. The Graduate Program, offering a Professional M.A. in Criminal Justice

The Criminology and Criminal Justice Major

The major in criminology and criminal justice comprises 30 hours of coursework in Criminology and Criminal Justice. Eighteen (18) hours of supporting sequence selected from a list of social and behavioral science courses (list is available in the department) are required. No grade lower than a C may be used toward the major. An average of C is required in the supporting sequence. Nine hours of the supporting sequence must be at the 300/400 level. In addition, CCJS 200 or an approved course in social statistics must be completed with a grade of C or better. A "C" or better is required in Math 111 as a prerequisite to CCJS 200.

Major Requirements

	Semester Credit Hours
CCJS 100: Introduction to Criminal Justice	3
CCJS 105: Criminology	3
CCJS 230: Criminal Law in Action	3
CCJS 300: Criminological and Criminal Justice Research Methods	3
CCJS 340: Concepts of Law Enforcement Administration	3
CCJS 350: Juvenile Delinquency	3
CCJS 451, 452, or 454	3
CCJS Electives (3)	9
Total	30

Supporting Sequence

	Credit Hours
18 hours (9 hours at 300/400 level)	18
Social Science Statistics	3

Total for Major and Supporting **51**

Electives for CCJS Majors (all courses are 3 credits):

CCJS 234, CCJS 320, CCJS 330, CCJS 331, CCJS 352, CCJS 357, CCJS 359, CCJS 360, CCJS 398, CCJS 399, CCJS 400, CCJS 432, CCJS 444, CCJS 450, CCJS 451, CCJS 452, CCJS 453, CCJS 454, CCJS 455, CCJS 456, CCJS 457, CCJS 461, CCJS 462, and CCJS 498.

Note: Criminal Justice (CJUS) majors and Criminology (CRIM) majors, which existed prior to 1992, have requirements different from the ones outlined here for Criminology and Criminal Justice (CCJS) majors. CJUS and CRIM majors are strongly urged to speak to a CCJS academic adviser regarding their requirements.

Internships

Internships are available through CCJS 398 and CCJS 359 in a variety of federal, state, local, and private agencies. A GPA of 2.5 and 56 credit hours required for internships.

Honors

Each semester the department selects the outstanding graduating senior for the Peter P. Lejins award.

The Honors Program provides superior students the opportunity for advanced study in both a seminar format and independent study under the direction of the faculty. The Honors Program is a three-semester (12-credit-hour) sequence that a student begins in the spring semester, three or four semesters prior to graduation. CCJS 388H, the first course in the sequence, is offered only during the spring semester. The second and third courses in the sequence consist of a year-long research project (six credits, at least three each semester) or an honors thesis (one semester, six credits) followed by a graduate seminar in the department (one semester, three credits). Honors students may count their Honors courses toward satisfaction of the basic 30-hour requirement. Requirements for admission to the Honors Program include a cumulative grade-point average of at least 3.25, no grade lower than B for any criminology and criminal justice course, and evidence of satisfactory writing ability.

Advising

All majors are strongly encouraged to see an adviser at least once each semester. Call (301) 405-4729.

Course Code: CCJS

CURRICULUM AND INSTRUCTION (EDCI)

College of Education

2311 Benjamin Building, (301) 405-3324

Professors: Afflerbach, Dreher, Fey* (Mathematics), Folstrom* (Music), Hammer* (Physics), Holliday, Jantz, Saracho, Weible

Associate Professors: P. Campbell, Cirrincione* (Geography), Graeber, McCaleb* (Speech), McGinnis, O'Flahavan, Slater, Sullivan, Valli, Van Sledright

Assistant Professors: Chambliss, Comas, Cooper* (Mathematics), Cozart, Ivey, McKillop, Price, Strutchens, van Zee

Emeriti: Amershek, Blough, De Lorenzo, Duffey, Eley, Heidelberg, Henkelman, Layman, Lockard, Roderick, Schindler, Stant, Weaver, Wilson,

*Joint appointment with unit indicated

The Major

The Department of Curriculum and Instruction offers two undergraduate curricula leading to the Bachelor of Science or Bachelor of Arts degree:

1. Elementary Education: for the preparation of teachers of grades 1-8, and
2. Secondary Education: for the preparation of teachers in various subject areas for teaching in middle schools and secondary schools, grades 5-12.

Graduates of the Elementary or Secondary Education programs meet the requirements for certification in Maryland and most other states.

Requirements for Major Including Program Options

All Teacher Education Programs have designated pre-professional courses and a specified sequence of professional courses. Before students may enroll in courses identified as part of the professional sequence, they must first gain admission to the College of Education's Teacher Education Program.

Admission

Application for admission to the Teacher Education Professional Program must be made early in the semester prior to beginning professional courses. Admission procedures and criteria are explained in "Entrance Requirements" in the College of Education entry in chapter 6.

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Advising

Advising is mandatory for all students desiring acceptance into the Teacher Education Program. Students will receive advising through individual appointments or walk-in hours during the pre-registration period. Information regarding advising schedules will be available each semester. Walk-in advising hours are also posted each semester. Check in the department office, 2311 Benjamin Building.

ELEMENTARY EDUCATION

Students who complete the elementary curriculum will receive the Bachelor of Science degree and will meet the Maryland State Department of Education requirements for the Standard Professional Certificate in Elementary Education. Students admitted to Elementary Education must complete the following program which includes an area of emphasis.

Required Courses: Courses which may satisfy the university's general education requirements (CORE) and which are required in the Elementary Education program of studies are as follows:

HIST 156 (3) Social and Political History
Biological Science/Lab (4) and Physical Science/Lab (4)
Social Science: ANTH, ECON, GVPT, GEOG, SOCY

Beginning with Fall 2001 all Elementary Education majors will be required to take twelve (12) credits of reading as mandated by the Maryland State Department of Education. These changes may result in additional classes for undergraduate elementary education majors.

Other Pre-Professional Requirements:

MATH 210 (4), MATH 211 (4)
Communications requirement (3) Any communications course or HESP 202.
Biological Science/Lab (4) and Physical Science/Lab (4)
EDCI 301 or ARTT 100 or ARTT 110 (3)
EDCI 443 (3)
MUSC 155 (3)
EDCI 280 (3)
EDMS 410 (3)

Course work to complete the Area of Emphasis (18 semester hours) can be chosen from the following areas: Communications, Foreign Language, Literature, Math, Science, Social Studies. The EDCI Advising Office has detailed information regarding each area of emphasis. All pre-professional course work must be completed with a C or better prior to entering Professional Semester 2.

Professional Courses:

All professional courses must be completed with a grade of C or better. All pre-professional and professional course work must be completed with a C or better prior to student teaching.

Professional course work to be taken prior to Professional Semester 2

EDCI 397—Principles and Methods of Teaching (3)
EDHD300E—Human Development and Learning (6)
EDCI 385—Computer Education for Teachers (3)
EDPA 301—Foundations of Education (3)

Professional Semester 2

EDCI 322—Curriculum and Instruction in Elementary Education: Social Studies (3)
EDCI 342—Curriculum and Instruction in Elementary Education: Language Arts (3)
EDCI 352—Curriculum and Instruction in Elementary Education: Mathematics (3)
EDCI 362—Curriculum and Instruction in Elementary Education: Reading (3)
EDCI 372—Curriculum and Instruction in Elementary Education: Science (3)

Professional Semester 3

EDCI 481—Student Teaching: Elementary (12)
EDCI 464—Clinical Practices in Reading Diagnosis and Instruction (3)

SECONDARY EDUCATION

The Bachelor of Arts degree is offered in the teaching fields of art, English, foreign languages, mathematics, social studies, speech/English, and theatre/English. The Bachelor of Science degree is offered in art, mathematics, music, science, social studies and speech/English, and theatre/English. In the areas of art and music, teachers are prepared to teach in both elementary and secondary schools. All other programs prepare teachers for grades five through twelve.

It is anticipated that by Fall 2000 all secondary education majors will be required to also declare a major within their field of study.

All freshmen entering after Fall 2001 will be required to take six credits (6) of reading as mandated by the Maryland State Department of Education. These changes may result in additional classes for secondary education majors.

All pre-professional and professional courses must be completed with a grade of C or better prior to student teaching.

The Maryland State Department of Education (MSDE) now requires that teachers seeking certification for all areas of secondary education must take a total of two reading classes. MSDE is currently working on the required content of these two classes before implementation can begin in the College of Education. These changes may result in additional classes for all undergraduate secondary education majors.

Foreign-Language Requirement, Bachelor of Arts Degree

All students who pursue the Bachelor of Arts degree in secondary education are required to complete two years (12 semester hours) or the equivalent of an intermediate level of a foreign language at the college level. If students have had three years of one foreign language or two years of each of two foreign languages as recorded on their high school transcripts, they are not required to take any foreign languages in the College, although they may elect to do so.

If students are not exempt from the foreign-language requirements, they must complete courses through the 104-level of a modern language or the 204-level of a classical language.

In the modern languages: French, German, and Spanish students should take the placement test in the language in which they have had work if they wish to continue the same language; their language instruction would start at the level indicated by the test. With classical languages, students would start at the level indicated in this catalog.

For students who come under the provisions above, the placement test may also serve as a proficiency test and may be taken by a student any time (once a semester) to try to fulfill the language requirement.

Students who have studied languages other than French, German, or Spanish, or who have lived for two or more years in a foreign country where a language other than English prevails, shall be placed by the chair of the respective language section, if feasible, or by the chairs of the foreign language departments. Native speakers of a foreign language shall satisfy the foreign language requirements by taking 12 semester hours of English.

English Education

Three Options

(Effective Summer, 1995. Students in the current English Education program may elect to complete that program or transfer to one of the three options.)

OPTION I: Double Major: English Education and English

Freshman Year

CORE Program Requirements (13 credits)
MATH 110—Introduction to Mathematics (3)
COMM 107—Speech Communication, or COMM 125—Introduction to Interpersonal Communication, or COMM 220—Small Group Discussion (3)
Foreign Language (Intermediate mastery of a modern or classical language is required) (8 credits)
ENGL 101—Introduction to Writing or ENGL 101H—Honors Composition (3)
(If exempt from ENGL 101, majors are required to take ENGL 291—Intermediate Writing or ENGL 294—Introduction to Creative Writing.)

Sophomore Year

CORE Program Requirements (9 credits)
ENGL 201—World Literature, Homer to the Renaissance or ENGL 202—World Literature, Shakespeare to the Present (3)
ENGL 301—Critical Methods in the Study of Literature (3)
British and American Literature: one upper-level course in five out of the following six areas to be taken during the sophomore and junior years (one of these five courses must be in American Literature):

- a. Medieval Literature
- b. Renaissance Literature other than Shakespeare
- c. Restoration or 18th-Century Literature
- d. 19th-Century British Literature
- e. American Literature before 1900
- f. 20th-Century British or American Literature (15 credits)

LING 200—Introductory Linguistics (3) OR ENG 280

*EDPA 301—Foundations of Education (3)

EDHD 413 and 420

Junior/Senior Years

CORE Program Requirements (3 credits)

British and American Literature (remaining requirements)

COMM 230—Argumentation and Debate or COMM 330—Argumentation in Society or COMM 383—Urban Communication or COMM 402—Communication Theory and Process (3)

ENGL 384—Concepts of Grammar or ENGL 383—The Uses of Language or ENGL 385—English Semantics or ENGL 482—History of the English Language or ENGL 483—American English or ENGL 484—Advanced English Grammar or ENGL 486—Introduction to Old English or ENGL 489—Special Topics in English Language (3)

ENGL 304—The Major Works of Shakespeare or ENGL 403—Shakespeare: The Early Works or ENGL 404—Shakespeare: The Late Works (3)

ENGL 487—Foundations of Rhetoric or COMM 360—The Rhetoric of Black America or COMM 401—Interpreting Strategic Discourse or COMM 453—The Power of Discourse in American Life (3)

ENGL Elective—Woman or minority course (3)

ENGL 391—Advanced Composition or ENGL 393—Technical Writing or ENGL 493—Advanced Expository Writing (3)

*EDCI 390—Principles and Methods of Secondary Instruction (3)

*EDCI 466—Literature for Adolescents (3)

*EDCI 463—The Teaching of Reading in the Secondary School (3)

*EDCI 467—Teaching Writing (3)

Senior Year

ENGL 399—Senior Seminar (3)

*EDCI 340—Curriculum, Instruction and Observation: English, Speech, Theater Methods (3) (Fall only)

*EDCI 447—Field Experience in English Teaching (concurrent with EDCI 340) (1)

*EDCI 441—Student Teaching: English (12)

*EDCI 440—Student Teaching Seminar in Secondary Education: English (concurrent with EDCI 441) (1)

*Must be admitted to Professional Education to take these courses.

OPTION II: B.A. Degree in English Education

The B.A. Degree in English Education is an additional route leading to the baccalaureate and certification for teaching secondary English language arts. **The education and English requirements are exactly the same for all three options.**

Option II is primarily for students who have already earned a bachelor's degree. It is also available to students working on their initial degree, but the double major is the recommended option since the requirements for both are identical. In Option II, completion of the English and professional education courses and field experiences will result in the awarding of a B.A. degree in English Education.

OPTION III: Double Degree

Option III is a third route leading to certification for teaching secondary English language arts. It is designed for students who have earned a bachelor's degree in another field (for example, history) and seek secondary teacher certification via a University of Maryland, College Park-approved teacher education program and a second bachelor's degree in English Education (EDCI). In addition to successful completion of the College of Education teacher education admissions requirements listed above, students must apply for admission to the approved teacher education program in secondary English Education. If the student's academic background does not include sufficient course work in composition; introductory and advanced English language and linguistics; rhetoric; world, British, and American literature; literary criticism; and literature by women and minorities, those courses must be part of the course of study leading to completion of the approved teacher education program. In Option III, completion of the English and professional education courses and field experiences will result in the awarding of a B.A. degree in English Education.

Art Education, K-12

*Under revision—please check with department.

Pre-Professional/Subject Area Course Work

Note: Course sequencing is under review.

ARTT 150—Introduction to Art Theory (3)

ARTT 100—Elements of Design (3)

ARTT 110—Elements of Drawing (3)

COMM 107—Speech Communication or COMM 125 or COMM 220 (3)

ARTH 200—Art of the Western World I (3)

ARTH 201—Art of the Western World II (3)

ARTT 200—Three-Dimensional Art Fundamentals (3)

ARTT 210—Elements of Drawing II (3)

ARTT 320—Elements of Painting (3)

EDCI 273—Practicum in Ceramics (3) (Spring only)

ARTT 428—Painting II (3)

EDCI 406—Chaos and the Arts (3) (Fall only)

EDCI 407—Practicum in Art Education: Three Dimensional (3) (Spring only)

ARTT 340—ARTT 341—ARTT 342—ARTT 343—Elements of Printmaking: Intaglio (3)

Professional Courses

These requirements are being revised.

EDHD 413—Adolescent Development (3)

EDHD 420—Cognitive Development and Learning (3)

EDCI 390—Principles and Methods of Secondary Education (3)

EDSP 470—Introduction to Special Education (3)

EDCI 403—Teaching of Art Criticism in Public Schools (3) (Spring only)

EDPA 301—Foundations of Education (3)

EDCI 300—Discipline Based Art Education (C&I Art Methods) (3) (Fall only)

EDCI 401—Student Teaching in Elementary Schools: Art (4-8)

EDCI 402—Student Teaching in Secondary Schools: Art (2-8)

Foreign Language Education

The Foreign Language (FL) Education curriculum is designed for prospective foreign language teachers in middle through senior high schools who have been admitted to the EDCI Teacher Education Program. Currently, admission is open to qualified students seeking teacher certification in **Spanish, French, Russian, and German only.**

A minimum of six hours of intermediate-level language course work in the student's major language must precede the required 300-400 level courses. The latter are comprised of a minimum of 30 hours of prescribed course work which includes the areas of grammar and composition, conversation, literature, civilization and culture, and linguistics. Students must also take a minimum of nine hours (three courses) of electives in a **related** area. Students are strongly advised to utilize these nine hours to begin or continue the study of another language as soon as possible after entering the university. The second area of concentration must be approved by a FL adviser and may be in any foreign language regardless of whether it is a Maryland State Department of Education approved FL certification program.

The following requirements must be met with the FL Education program:

Pre-Professional/Subject Area Course Work

COMM 100, 125, or 220—Basic Principles of Speech Communication (3)

Primary FL Area—Intermediate (200 level) (3,3)

Primary FL Area—Grammar and Composition (300-400 levels) (3,3)

Primary FL Area—Survey of Literature (300-400 levels) (3,3)

Primary FL Area—Conversation (300-400 levels) (3,3)

Primary FL Area—Literature (400-above levels) (3,3)

Primary FL Area—Culture and Civilization (3)

Applied Linguistics (**In the Primary FL Area** if available; otherwise,

LING 200 or ANTH 371)—FL Phonetics **does not** satisfy this requirement). (3)

Electives in FL-Related Courses (9 hours—minimum of three courses). It is **strongly recommended** that these hours be utilized to begin or continue the study of another foreign language as soon as possible.

All Primary FL Area courses must have been completed prior to the Student Teaching semester. Any substitutions for the above must be pre-approved by a FL Education adviser.

Professional Courses

EDHD 413—Adolescent Development (3)

EDHD 420—Cognitive Development and Learning (3)

EDPA 301—Foundations of Education (3)

EDCI 390—Principles and Methods of Secondary Education (3)

EDCI 400—Level FL Education Elective only in consultation with FL Education. Adviser (3)

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- EDCI 330—Curriculum and Instruction in Secondary Education: Foreign Language (3) **Pre-requisites: EDCI 413 and 420 and EDCI 390 (fall only), All Primary FL Area course work**
- EDCI 430—Seminar in Student Teaching (3) (Taken **concurrently** with EDCI 431. only) **Pre-requisite: EDCI 330.**
- EDCI 431—Student Teaching in the Secondary Schools. (12) (Taken **concurrently** with EDCI 430 only). **Pre-requisites: EDCI 330 and 301.**

Mathematics Education

A major in mathematics education requires the completion of MATH 241 or its equivalent, and a minimum of 15 semester hours of mathematics at the 400-level (excluding MATH 490); 400-level courses beyond those prescribed (402 or 403; 430) should be selected in consultation with a mathematics education adviser. The mathematics education major must be supported by one of the following science sequences: CHEM 103 and 113 or CHEM 103 and 104; PHYS 221 and 222 or PHYS 161 and 262 or PHYS 141 and 142; BSCI 105 and 106; ASTR 200 and three additional hours in ASTR (none of which include ASTR 100, 101, 110 or 111). Also CMSC 104, 105, or 106 is required.

Students majoring in mathematics may prepare to teach mathematics by pursuing a special sequence of professional courses in the College of Education. Early contact should be made with either Dr. James Fey or Dr. Duane Cooper.

The mathematics education major must be supported by one of the following science sequences: CHEM 103 and 113, or CHEM 103 and CHEM 104; PHYS 221 and 222 or PHYS 161 and 262 or PHYS 141 and 142; BSCI 105 and 106; ASTR 200 and three additional hours in ASTR (none of which includes either ASTR 100, 101, 110 or 111). Also CMSC 104, 105 or 106 is required.

Pre-Professional/Subject Area Course Work

- COMM 107, 125 or 220 (3)
MATH 140, 141—Calculus I, II (4,4)
Science Requirement (7-10) (See above)
MATH 240, 241—Linear Algebra, Calculus III (4,4)
CMSC 104—Introduction to FORTRAN Programming or
CMSC 105—Introduction to Pascal Programming (4,3)
CMSC 106—Introduction to C Programming (4)
MATH 430—Euclidean and Non-Euclidean Geometries (3)
MATH 402—Algebraic Structures or
MATH 403—Introduction to Abstract Algebra (3)
MATH Electives (400-level) (6)
STAT 400—(3)

Professional Courses

- EDHD 413—Adolescent Development (3)
EDHD 420—Cognitive Development and Learning (3)
EDCI 390—Principles and Methods of Secondary Education (3)
EDCI 350—Curriculum and Instruction in Secondary Education: Mathematics (3) (fall only)
EDCI 355—Field Experience: Secondary Mathematics
EDPA 301—Foundations of Education (3)
EDCI 457—Teaching Secondary Students with Difficulties in Learning Mathematics (3)
EDCI 451—Student Teaching in Secondary Schools: Mathematics (12)
EDCI 450—Student Teaching Seminar in Secondary Education: Mathematics Education (3)

Music Education, K-12

The curriculum in music leads to a Bachelor of Science degree in education with a major in music education. It is planned to meet the demand for specialists, supervisors, and resource teachers in music in the schools. The program provides training in the teaching of general music/choral and instrumental music and leads to certification to teach music at both elementary and secondary school levels in Maryland and most other states. There are two options. The general music/choral option is for students whose principal instrument is voice or piano; the instrumental option is for students whose principal instrument is an orchestral or band instrument. Students are able to develop proficiency in both options by taking additional courses.

Auditions are required for admission to the program. All students teach and are carefully observed in clinical settings by members of the music education faculty. This is intended to ensure the maximum development and growth of each student's professional and personal competencies. Each student is assigned to an adviser who guides him or her through the various stages of the program in music and music education.

Instrumental

Pre-Professional/Subject Area Course Work

- MUSP 109, 110—Applied Music (Principal Instrument) (2,2)
MUSC 150, 151—Theory of Music I, II (3,3)
MUSC 102, 103—Beginning Class Piano I, II (2,2)
MUSC 116, 117—Study of Instruments (2,2)
COMM 100, 125, or 220 (3)
MUED 197—Pre-Professional Experiences (1)
MUSP 207, 208—Applied Music (Principal Instrument) (2,2)
MUSC 250, 251—Advanced Theory of Music I, II (4,4)
MUSC 113, 121—Class Study of Instruments (2,2)
MUSC 230—History of Music I (3)
MUSP 305, 306—Applied Music (Principal Instrument) (2,2)
MUSC 490, 491—Conducting (2)
MUSC 120, 114—Class Study of Instruments (2,2)
MUED 470—General Concepts for Teaching Music (1)
MUED 411—Instrumental Music: Elementary (3)
MUED 420—Instrumental Music: Secondary (2)
MUED 410—Instrumental Arranging (2)
MUED 472—Choral Techniques and Repertoire (2)
MUSC 330, 331—History of Music (3,3)
MUSP 409—Applied Music (Principal Instrument) (2)
MUSC 229—Ensemble (7)

Professional Courses

- EDHD 413—Adolescent Development (3)
EDHD 420—Cognitive Development and Learning (3)
EDPA 301—Foundations of Education (3)
EDCI 390—Principles and Methods of Secondary Education (3)
EDCI 484/494—Student Teaching: Music (4) (4)

General Music/Choral

Pre-Professional/Subject Area Course Work

- MUSP 109, 110—Applied Music (Principal Instrument) (2,2)
MUSC 150, 151—Theory of Music I, II (3,3)
MUSC 100—Class Voice, MUSC 200 Advanced Class Voice (2,2) or MUSC 102, 103—Class Piano (2,2)
MUSC 110, 111—Class Strings (2, 2)
MUED 197—Pre-Professional Experiences (1)
COMM 100, 125, or 220 (3)
MUSP 207, 208—Applied Music (Principal Instrument) (2,2)
MUSC 230—Music History (3)
MUSC 202, 203—Advanced Class Piano (2,2)
MUSC 250, 251—Advanced Theory of Music (4,4)
MUSP 305, 306—Applied Music (Principal Instrument) (2,2)
MUSC 453—Guitar-Recorder Methods (2)
MUED 472—Choral Techniques and Repertoire (2)
MUSC 490, 491—Conducting (2,2)
MUED 478—Special Topics in Music Education (1)
MUED 470—General Concepts for Teaching Music (1)
MUED 471—Elementary General Music Methods (3)
MUSC 330, 331—History of Music (3,3)
MUSP 409—Applied Music (Principal Instrument) (2)
MUSC 329—Major Ensemble (7)

Professional Courses

- EDHD 413—Adolescent Development (3)
EDHD 420—Cognitive Development and Learning (3)
EDCI 390—Principles and Methods of Secondary Education (3)
EDPA 301—Foundations of Education (3)
EDCI 484/494—Student Teaching: Music (4) (4)
*Varies according to incoming placement

Physical Education and Health Education

This curriculum is designed to prepare students for teaching physical education and health in elementary and secondary schools. To obtain full particulars on course requirements, the student should refer to the sections on the Department of Kinesiology and the Department of Health Education.

Science Education

A science major consists of a minimum of 60 semester hours' study in the academic sciences and mathematics.

The following courses are required for all science education majors: BIOL 105 and 106; CHEM 103 and CHEM 104 (except chemistry, physics, and earth science education majors who take CHEM 113); GEOL 100-110;

PHYS 121-122 or 141-142; and six semester hours of mathematics. Science education majors must achieve a minimum of grade C in all required mathematics, science, and education course work.

An area of specialization planned with the approval of the student's adviser must be completed in biology, chemistry, earth science and physics as noted below.

The following courses are required for all science education majors: BSCI 105 and BSCI106;

Biology Education

Pre-Professional/Subject Area Course Work

MATH 110 – Elementary Mathematical Models (3)
BSCI 105 – Principles of Biology (4)
BSCI 106 – Principles of Biology II (4)
MATH 111 – Introduction to Probability (3)
CHEM 103 – General Chemistry I (4)
CHEM 104 – Fundamentals of Organic and Biochemistry (4) OR
CHEM 113 – General Chemistry II (4)
BSCI 201 or 202 – Human Anatomy and Physiology I and II (4)
BSCI 225 or BSCI 224 – Plant or Animal Diversity (4)
BSCI 223 – General Microbiology (4)
PHYS 121 – Fundamentals of Physics I (4)
PHYS 122 – Fundamentals of Physics II (4)
GEOL 110/110 – Physical Geology and Laboratory (4)
COMM 107, 125, or HESP 202 (3)
BSCI 222 – Principles of Genetics (4)
BSCI 443 – Plant Physiology (4)
BSCI 462/463 or BSCI 227 – Advanced Animal Ecology or Principles of Entomology (4)
BSCI 460/461 OR BSCI 373 – Plant Ecology (4) (3)

Professional Courses

EDHD 413—Adolescent Development (3)
EDHD 420—Cognitive Development and Learning (3)
EDPA 301—Foundations of Education (3)
EDCI 390—Principles and Methods of Secondary Education (3)
EDCI 370—Curriculum and Instruction in Secondary Education: Science (3) (fall only)
EDCI 471—Student Teaching in Secondary Schools: Science (12)
EDCI 371—Computers in the Science Classroom and Laboratory (2)
EDCI 470—Student Teaching Seminar in Secondary Education: Science (1)

Chemistry Education

Pre-Professional/Subject Area Course Work

BSCI 105—Principles of Biology I (4)
BSCI 106—Principles of Biology II (4)
CHEM 103—General Chemistry I or 105 (4)
CHEM 113—General Chemistry II or 104 (4)
MATH 140, 141—Calculus I and II (4, 4)
COMM 107, 125 or HESP 202 (3)
CHEM 233, 243—Organic Chemistry I and II (4, 4)
PHYS 141, 142—Principles in Physics (4, 4)
GEOL 100, 110—Physical Geology and Lab (4)
CHEM 321—Quantitative Analysis (4)
CHEM 481, 482—Physical Chemistry I and II (3,3)
CHEM 483—Physical Chemistry Laboratory I (2)
CHEM Elective (3)

Professional Courses

EDHD 413—Adolescent Development (3)
EDHD 420—Cognitive Development and Learning (3)
EDPA 301—Foundations of Education (3)
EDCI 390—Principles and Methods of Secondary Education (3)
EDCI 370—Curriculum and Instruction in Secondary Education: Science (3) (fall only)
EDCI 471—Student Teaching in Secondary Schools: Science (12)
EDCI 371—Computers in the Science Classroom and Laboratory (2)
EDCI 470—Student Teaching Seminar in Secondary Education: Science (1)

Earth Science Education

Pre-Professional/Subject Area Course Work

GEOL 100/110 – Physical Geology, Lab (4)
GEOL 102 – Historical Geology and Lab (4)
BSCI 105 – Principles of Biology I (4)
BSCI 106 – Principles of Biology II (4)
MATH 110 or 140—Elementary Mathematical Models (3)
or

Calculus I (3)
MATH 111 or 141—Introduction to Probability (3)
or
Calculus II (3)
COMM 107 or 125 or HESP 202 (3)
GEOL 322—Mineralogy (4)
GEOL 340—Geomorphology (4)
GEOL 341—Structural Geology (4)
CHEM 103, 113—General Chemistry I and II (4,4)
ASTR 101—General Astronomy (4)
PHYS 121, 122—Fundamentals of Physics I and II (4, 4)

Professional Courses

EDHD 413—Adolescent Development (3)
EDHD 420—Cognitive Development and Learning (3)
EDCI 390—Principles and Methods of Secondary Education (3)
EDCI 370—Curriculum and Instruction in Secondary Education: Science (3) (fall only)
EDPA 301—Foundations of Education (3)
EDCI 471—Student Teaching in Secondary Schools: Science (12)
EDCI 371—Computers in the Science Classroom and Laboratory (2)
EDCI 470—Student Teaching Seminar in Secondary Education: Science (1)

Physics Education

Pre-Professional/Subject Area Course Work

CHEM 103, 113 – General Chemistry I and II (4,4)
MATH 140, 141 – Calculus I and II (4,4)
PHYS 141/142 – Principles of General Physics I and II (4,4) OR
Engineering or Physics Majors Sequence
COMM 107, 125 or HESP 202 (3)
BSCI 105 – Principles of Biology I (4)
BSCI 106 (Principles of Biology II (4)
PHYS 275—Experimental Physics I (1)
PHYS 276—Experimental Physics II (2)
PHYS 375—Experimental Physics III (2)
ASTR 101—General Astronomy (4)
MATH 240—Linear Algebra (4)
PHYS 410—Intermediate Theoretical Physics (3)
PHYS 420—Principles of Modern Physics (3)
PHYS 305—Physics Shop Techniques (1)
GEOL 100—Physical Geology (3)
GEOL 110—Physical Geology Laboratory (1)
PHYS 406—Optics (3)
PHYS 499—Special Problems in Physics (2)

Professional Courses

EDHD 413—Adolescent Development (3)
EDHD 420—Cognitive Development and Learning (3)
EDPA 301—Foundations of Education (3)
EDCI 390—Principles and Methods of Secondary Education (3)
EDCI 370—Curriculum and Instruction in Secondary Education: Science (3) (fall only)
EDCI 471—Student Teaching in Secondary Schools: Science (12)
EDCI 470—Student Teaching Seminar in Secondary Education: Science (1)
EDCI 371—Computers in the Science Classroom and Laboratory (2)

Social Studies Education

Option I: HISTORY: Requires 54 semester hours of which at least 27 must be in history, usually at least six hours in American history; three hours of non-American history; three hours of non-Western history; three hours in Pro-Seminar in Historical Writing; and 12 hours of electives, nine of which must be 300-400 level. One course in Ethnic and Minority Studies must be included.

Pre-Professional/Subject Area Course Work

COMM 107, 125, or 220 (3)
HIST 156, 157 (US) (6)
HIST (non U.S. with one course non-Western) (6)
SOCY 100 or ANTH 220 (3)
GEOG 100 – Introduction to Geography (3)
GEOG 201/211 or 202 (3) – Environmental or Cultural Perspective
ECON 200 – Fundamentals of Economics (4)
ECON – UL Course
GVPT 100, 240, 260, or 280 (3)
GVPT 170 – American Government (3)
Social Science Electives, upper level (6)
History Electives – (12) at least 9 credits upper level – one area (U.S., European, etc)

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Professional Courses

- EDHD 413—Adolescent Development (3)
- EDHD 420—Cognitive Development and Learning (3)
- EDCI 390—Principles and Methods of Secondary Education (3)
- EDCI 320—Curriculum and Instruction in Secondary Education-Social Studies (3)*
- EDCI 428—Field Experience in Social Studies (1); co-requirement EDCI 320
- EDCI 421—Student Teaching in Secondary Education: Social Studies (12)
- EDCI 420—Student Teaching Seminar in Secondary Education: Social Studies (3)
- EDCI 463—Teaching Reading in Secondary Schools (3)
- EDPA 301—Foundations of Education (3)

Option II: GEOGRAPHY: Requires 56 semester hours of which 29 hours must be in geography. GEOG 201, 211, 212 are required. Nine hours of 300-level Gateway courses must be taken in physical geography, human geography, and geographic techniques. The remaining 12 hours in geography must be in upper-level systematic geography courses. One course in Ethnic and Minority studies must be included.

Pre-Professional/Subject Area Course Work

- COMM 107, 125, or 220 (3)
- GEOG 201—Geography of Environmental Systems (3)
- GEOG 211—Geography of Environmental Systems Laboratory (1)
- GEOG 212—Human Geography Laboratory
- GEOG 202—World in Cultural Perspective
- GEOG Gateway—Physical Geography (3)
- GEOG Gateway—Human Geography (3)
- GEOG Systematic Electives (12)
- HIST 156 or 157 (3)
- HIST (non-Western) (non-US) (lower level) 6
- SOCY or ANTH (3)
- ECON 200 (4)
- ECON—UL (3)
- GVPT 100, 240, or 280
- GVPT 100—American Government (3)
- History/Social Science Electives(3)

Professional Courses

- EDHD 413—Adolescent Development (3)
- EDHD 420—Cognitive Development and Learning (3)
- EDCI 390—Principles and Methods of Secondary Education (3)
- EDCI 320—Curriculum and Instruction in Secondary Education-Social Studies (3)*
- EDCI 421—Student Teaching in Secondary Education: Social Studies (12)
- EDCI 420—Student Teaching Seminar in Secondary Education: Social Studies (3)
- EDCI 428—Field Experience in Social Studies (1); co-requirement EDCI 320
- EDCI 463—Teaching Reading in Secondary Schools (3)
- EDPA 301—Foundations of Education (3)

Speech/English Education

Students interested in teaching speech in secondary schools complete a minimum of 30 credits in speech and speech-related courses. Because most speech teachers also teach English classes, the program includes another 30 credits in English and English education. Upon selection of this major, students should meet with an adviser to carefully plan their programs.

In addition, intermediate mastery of a modern or classical language is required for a B.A.

Pre-Professional/Subject Area Course Work

- Speech Area (6): COMM 107—Speech Communication, COMM 125—Interpersonal Communication, COMM 220—Group Discussion, COMM 230—Argumentation and Debate, COMM 340—Oral Interpretation COMM 470—Listening (3)
- COMM 200—Advanced Public Speaking (3)
- Film elective
- HESP 202—Introduction to Hearing and Speech Sciences or HESP 305 or HESP 400 (3)
- THET 110—Introduction to Theatre (3)
- COMM 401—Foundations of Rhetoric (3)
- COMM 402—Communication Theory and Process (3)
- COMM Upper-level electives (6)
- ENGL 101—Introduction to Writing (3)
- LING 200—Introduction to Linguistics (3) or ENG 280
- ENGL 201—or 202 World Literature (3)
- ENGL 281—Standard English Grammar, Usage, and Diction or ENGL 383 or ENGL 384 or ENGL 385 or ENGL 482 or ENGL 484 (3)
- ENGL 301—Critical Methods in the Study of Literature or ENGL 453 (3)

- ENGL 310, 311 or 312—English Literature (3)
- ENGL 313—American Literature (3)
- ENGL 391 or 393—Advanced Composition or Technical Writing (3)

Professional Courses

- EDHD 413—Adolescent Development (3)
- EDHD 420—Cognitive Development and Learning (3)
- EDCI 390—Principles and Methods of Secondary Education (3)
- EDPA 301—Foundations of Education (3)
- EDCI 340—Curriculum & Instruction in Secondary Education: Eng/Spch/Drama (3)
- EDCI 440—Student Teaching Seminar (1)
- EDCI 442—Student Teaching in Speech/English (12)
- EDCI 447—Field Experiences (1)
- EDCI 463—Teaching of Reading (3)
- EDCI 466—Literature for Adolescents (3)
- EDCI 467—Teaching Writing (3)

Theatre/English Education

Students interested in teaching theatre in secondary schools complete a minimum of 30 credits in theatre and theatre-related courses. Because most theatre teachers also teach English classes, the program includes another 30 credits in English and English education. Upon selection of this major, students should meet with an adviser to carefully plan their programs.

In addition, intermediate mastery of a modern or classical language is required for a B.A.

Pre-Professional/Subject Area Course Work

- THET 120—Acting I Fundamentals (3)
- THET 170—Stagecraft (3)
- THET 273—Scenographic Techniques or THET 476 or THET 480 (3)
- THET 330—Play Directing (3)
- THET 460—Theatre Management (3)
- THET 479—Theatre Workshop (3)
- THET 490—History of Theatre I (3)
- THET 491—History of Theatre II (3)
- THET electives (3)
- COMM 107 or COMM 200—Speech Communications: Principles and Practices or COMM 230 (3)
- ENGL 101—Introduction to Writing (3)
- LING 200—Introduction to Linguistics (3)
- ENGL 201 or 202—World Literature (3)
- ENGL 281—Standard English Grammar, Usage, and Diction or ENGL 383 or ENGL 384 or ENGL 385 or ENGL 482 or ENGL 484 (3)
- ENGL 310, 311, or 312—English Literature (3)
- ENGL 313—American Literature (3)
- ENGL 301—Critical Methods in the Study of Literature or ENGL 453 (3)
- ENGL 391 or 393—Advanced Composition or Technical Writing (3)

Professional Courses

- EDHD 413—Adolescent Development (3)
- EDHD 420—Cognitive Development and Learning (3)
- EDCI 390—Principles & Methods of Secondary Education (3)
- EDPA 301—Foundations of Education (3)
- EDCI 340—Curriculum & Instruction in Secondary Education: Eng/Spch/Drama (3)
- EDCI 463—Teaching of Reading (3)
- EDCI 467—Teaching Writing (3)
- EDCI 466—Literature for Adolescents (3)
- EDCI 447—Field Experience (1)
- EDCI 448—Student Teaching in Theatre/English (12)
- EDCI 440—Student Teaching Seminar (1)

Course Code: EDCI

DANCE (DANC)

College of Arts and Humanities
Dance Building, (301) 405-3180

Professor and Chair: Wiltz
Professors: Rosen, A. Warren
Associate Professor: K. Bradley
Instructors: Mayes, Wright
Emeriti: Madden, L. Warren

Lecturers: Druker, Jackson, Perez, Tyler
Accompanists: Freivogel, Johnson

The Major

Recognizing that dance combines both athleticism and artistry, the dance program offers comprehensive technique and theory courses as a foundation for the dance professions. By developing an increasing awareness of the physical, emotional, and intellectual aspects of movement in general, the student eventually is able to integrate his or her own particular mind-body consciousness into a more meaningful whole. To facilitate the acquisition of new movement skills, as well as creative and scholarly insights in dance, the curriculum provides a structured breadth of experience at the lower level. At the upper level students may either involve themselves in various general university electives, or they may concentrate their energies in a particular area of emphasis in dance. Although an area of emphasis is not mandatory, many third- and fourth-year students are interested in studying a singular aspect of dance in depth, such as performance, choreography, production/management, or general studies (encompassing dance history, literature and criticism).

The dance faculty is composed of a number of distinguished teachers, choreographers, and performers, each one a specialist in his or her own field. Visiting artists throughout the year make additional contributions to the program. There are several performance and choreographic opportunities for all dance students, ranging from informal workshops to fully mounted concerts both on and off campus.

Requirements for Major

Requirements for the Dance major include a minimum of 45 upper-level credits completed and the foreign language requirement of the College of Arts and Humanities. Students must complete 57 semester hours of dance credits. Of these, 18 hours of modern technique and four hours of ballet technique are required. Majors may not use more than 72 DANC credits toward the total of 120 needed for graduation. In addition to the 22 technique credits required, students must distribute the remaining 35 credits as follows:

DANC 208, 308, 388—Choreography I; II, III	9
DANC 102—Rhythmic Training	2
DANC 109—Improvisation	2
DANC 365—Dance Notation	3
DANC 200—Introduction to Dance	3
DANC 305—Principles of Teaching	3
DANC 483—Dance History II	3
DANC 370—Kinesiology for Dancers	4
DANC 210—Dance Production	3
DANC 485—Seminar in Dance	3

A grade of C or higher must be attained in all dance courses.

New, re-entering, and transfer students are expected to contact the department following admission to the university for instructions regarding advising and registration procedures. Although entrance auditions are not required, some previous dance experience is highly desirable.

Departmental advising is mandatory each semester.

Dance Concentration

The Department of Dance offers a Concentration in Dance of 22-24 credits. Students take 14-15 hours of specified core courses and 8-9 hours of courses in an emphasis of the student's choice.

Course Code: DANC

DECISION AND INFORMATION SCIENCES

For information, consult the Robert H. Smith School of Business entry in chapter 6.

ECONOMICS (ECON)

College of Behavioral and Social Sciences

Undergraduate Studies: 3105 Tydings, (301) 405-3505

Undergraduate Adviser: 3127A Tydings, (301) 405-3503

Professor and Chair: Straszheim

Professors: Almon, Ausubel, Betancourt, Calvo††, Crampton, Cropper, Dorsey, Drazen, Evans, Haltiwanger, Hulten, Kelejian, Montgomery, Murrell, Oates, Panagariya, Prucha, Schelling* (Public Affairs), Schwab, Wallis

Associate Professors: Coughlin, Lyon, Sakellaris, Shea, Vincent

Assistant Professors: Binder, Chao, Gelbach, Hellerstein, Kranton, Rodriguez, Sen, Swamy

Emeriti: Bennett, Bergmann, Brechling, Clague, Cumberland, Dardis, Harris, McGuire, Meyer, O'Connell, Polakoff, Ulmer, Wonnacott

*Joint appointment with unit indicated

††Distinguished University Professor

The Major

Economics is the study of the production, pricing, and distribution of goods and services within societies. Economists study such problems as inflation, unemployment, technical change, poverty, environmental quality, and foreign trade. Economists also apply economics to such diverse areas as crime, health care and the elderly, discrimination, urban development, and developing nation problems.

Two characteristics of modern economics receive special attention in the department's program. Government policies have profound effects on how our economic system performs. Government expenditures, regulations, and taxation either directly or indirectly affect both households and firms. Second, there is a growing interdependency among economies throughout the world. Extensive worldwide markets exist in which goods and services are traded, and capital and investments move across national boundaries. Economic events in one nation are often quickly transmitted to other nations.

Economists study these phenomena through the development of systematic principles and analytic models which describe how economic agents behave and interact. These models are the subject of empirical testing, often using computers and extensive data sets.

The interests of the faculty, as reflected in the course offerings, are both theoretical and applied. As a large, diverse department, the economics department offers courses in all of the major fields of economic study. The department's program stresses the application of economic theory and econometrics to current problems in a large number of fields. Many courses in the department's program analyze the role of the government and public policies on the economy.

The program is designed to serve both majors and non-majors. The department offers a wide variety of upper-level courses on particular economic issues which can be taken after one or two semesters of basic principles. These courses can be especially useful for those planning careers in law, business, or the public sector. The program for majors is designed to serve those who will seek employment immediately after college as well as those who will pursue graduate study.

Economics majors have a wide variety of career options in both the private and public sectors. These include careers in state and local government, federal and international agencies, business, finance and banking, journalism, teaching, politics and law. Many economics majors pursue graduate work in economics or another social science, law, business or public administration (public policy, health, urban and regional planning, education, and industrial relations).

Requirements for Major

In addition to the university's general education (CORE) requirements, the requirements for the Economics major are as follows:

(1) Economics (and Mathematics) Courses (36 hours)

Economics majors must earn 33 credit hours in Economics, and 3 credit hours in Calculus (MATH 220 or 140), with a grade of C or better in each course. All majors must complete 12 hours of core requirements. The core requirements include ECON 200, ECON 201, ECON 305 and ECON 306.

Students must also complete 21 hours in upper level Economics courses:

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- three hours in statistics; ECON 321 or STAT 400 (check with adviser). Majors who declared after January 1, 1998, must take ECON 321 or STAT 400.
- three hours in economic history or comparative systems; ECON 310, ECON 311, ECON 315, ECON 380, or ECON 410;
- nine hours in courses with at least one semester of intermediate theory (ECON 301 or 306) or economic statistics (ECON 321) as a prerequisite. As of September 1, 1999, all 400 level Economics classes meet this requirement. ECON 430, 449, 450, 451, 465, and 490 taken before that date do not fulfill the requirement;
- six other hours in any upper-division economics course except ECON 386.

(2) Additional Supporting Courses (15 hours)

Students must earn 15 hours of credit in upper-division courses in addition to the 36 hours of Economics (and Mathematics) courses listed above and the university's CORE requirements. Upper division courses include all courses with a 300 number and above except the Junior English writing class. Additional mathematics courses beyond the required mathematics course (MATH 220 or 140), and computer programming courses at the 200-level and above may be counted as fulfilling the Additional Support Course Requirement. Additional economics courses may be included among the 15 hours of supporting courses.

All courses meeting this Additional Support Course requirement must be completed with a grade of C or better and may not be taken pass-fail except ECON 386, which can only be taken pass-fail.

Study Sequences and Plans of Study

Economics is an analytic discipline, building on a core of principles, analytic models, and statistical techniques. Students must begin with a foundation in mathematics and economic principles (ECON 200 and ECON 201). A more advanced, analytic treatment of economics is presented in intermediate theory (ECON 305 and ECON 306), which is a necessary background for in-depth study by economics majors.

The department urges that the student take ECON 200 and 201 and MATH 140 or 220 as soon as possible. Honors versions of ECON 200 and 201 are offered for students seeking a more rigorous analysis of principles, departmental honors candidates, and those intending to attend graduate school. Admission is granted by the department's Office of Undergraduate Advising or the University Honors Program.

Courses in applied areas at the 300-level may be taken at any point after principles. However, majors will benefit by completing ECON 305, ECON 306, and ECON 321 or its equivalent immediately upon completion of principles. While most students take ECON 305 and 306 in sequence, they may be taken concurrently. Courses at the 400-level are generally more demanding, particularly those courses with intermediate theory as a prerequisite.

Empirical research and the use of computers are becoming increasingly important in economics. All students are well advised to include as many statistics, econometrics, and computer programming courses in their curriculum as possible.

Those students planning to pursue graduate study in economics must begin to prepare themselves analytically for graduate work by focusing on theory, statistics, and mathematics in their undergraduate curriculum. These students should consider the advanced theory courses (ECON 407 and ECON 417) and the econometrics sequence (ECON 422 and ECON 423). Mastery of the calculus and linear algebra is essential for success in many of the top graduate schools. Students should consider MATH 140, MATH 141, MATH 240 (or MATH 400), MATH 241 and MATH 246 as very useful preparation.

Advising

The department has academic advisers providing advising on a walk-in basis in the Office of Undergraduate Advising, 3127A & B Tydings Hall.

Honors

The Economics Honors Program provides economics majors with the opportunity for advanced study in a seminar format, with faculty supervision of seminar papers and an honors thesis. The Honors Program is designed for students intending to attend graduate school or those seeking an in-depth study of economic theory and its application to economic problems.

The Honors Program is a 12-hour sequence, culminating in the completion of a senior thesis. Students must complete ECON 396 (Honors Workshop) and ECON 397 (Honors Thesis) in their senior year, as well as two of the following five courses: ECON 407, 414, 417, 422, 423, 425. Students must complete these 12 hours with a GPA of 3.5. ECON 396 is offered only in the fall term.

To be eligible for admission, a student must have completed 15 hours of economics with a GPA of 3.25. Interested students should meet with the Director of Undergraduate Studies at the earliest possible date to review their curriculum plans and to apply for admission to the program.

Awards

The Dudley and Louisa Dillard Prize, currently \$1,000, is awarded to the outstanding Economics junior and senior with a broad liberal arts program.

The Sujon Guha Prize, currently \$500, is awarded to the best Honors Thesis in Economics.

The Martin Moskowitz Awards provides scholarships to students based on academic excellence, financial need, and a demonstrated commitment to and philosophy of public service.

Student Organizations

Omicron Delta Epsilon, the economics honorary society, meets regularly to discuss graduate study in economics and other fields, employment opportunities, and recent economic trends. Please see the Undergraduate Economics Secretary, 3105 Tydings Hall, for membership information.

Course Code: ECON

EDUCATION POLICY AND LEADERSHIP (EDPL)

College of Education

2110 Benjamin Building, (301) 405-3574

Associate Professor and Acting Chair: Schmidlein

Professors: Birnbaum, Cibulka, Finkelstein, Hawley, Hultgren, Klees, Selden

Associate Professors: Goldman, Herschbach, Lin, Mawhinney, Splaine

Assistant Professors: Cossentino, Croninger, Fries-Britt, Mintrop, Rice

Emeriti: Berdahl*, Berman, Carbone, Clague, Dudley, Newell, Male,

Stephens, McLoone

*Distinguished Scholar-Teacher

Master's and Doctoral Programs in EDPL

M.A. in Education Leadership and Policy Studies: specializations in elementary/secondary education leadership; higher education; education policy studies; and curriculum policy. **M.A. in Social Foundations of Education; M.A. or M.Ed. in Curriculum Theory and Development; Ph.D in Education Policy:** specializations in curriculum theory and development; education leadership; education policy analysis; higher education; international education studies; and social foundations of education. **Ed.D. in Education Leadership and Policy Studies:** specializations in elementary/secondary education leadership; curriculum theory and development; and higher education.

Course Code: EDPL

ELECTRICAL ENGINEERING (ENEE)

A. James Clark School of Engineering Department of Electrical and Computer Engineering

2429 A.V. Williams Building, (301) 405-3683

E-mail: eeceadris@deans.umd.edu

<http://www.ece.umd.edu>

Professor and Chair: Farvardin

Associate Chairs: Blankenship (External Relations), Papamarcou (Undergraduate Program), Striffler (Facilities and Services); Tits (Graduate Program)

Professors: Abed, Antonsen, Baras (Martin-Marietta Chair in Systems Engineering), Barbe, Blankenship, Chellappa, Dagenais, Davist, DeClaris, Destlier†, Ephremides, Frey, Geraniotis, Gligor, Goldhar, Goldsman,

Granatstein, Ho, Ja'Ja', Krishnaprasad, Langenberg, Lawson, Lee, Levine, Makowski, Marcus, Mayergoyz†, Melngailis, Nakajima, Narayan, Newcomb, Orloff, Oruc, Ott††, Peckerar (part-time), Rabin, Rhee, Shamma, Shayman, Striffler, Tits, Venkatesan, Vishkin, Yang, Zaki

Associate Professors: Iliadis, Liu, O'Shea, Papamarcou, Silio, Tassioulas, Tretter, Yang

Assistant Professors: Barau, Bhattachayya, Franklin, Gansmen, Ghossi, Gomez, Jacob, Papadopoulos, Stewart, Yeung

Emeriti: Davisson, Emad, Harger, Hochuli, Ligomenides, Lin, Pugsley, Reiser, Taylor, Wagner, Young

†Distinguished Scholar-Teacher

†† Distinguished University Professor

The Major

The Electrical Engineering major is intended to prepare students to function as effective citizens and engineers in an increasingly technological world as well as in science and engineering subjects. Depth as well as breadth is required in the humanities and social sciences to understand the economic, ecologic, and human factors involved in reaching the best solutions to today's problems.

The basic foundation in mathematical, physical, and engineering sciences is established in the first two years of the curriculum. A core of required Electrical Engineering courses is followed by a flexible structure of electives that allows either breadth or specialization. Appropriate choices of electives can prepare an Electrical Engineering major for a career as a practicing engineer and/or for graduate study.

Areas stressed in the major include communication systems, computer systems, control systems, engineering electromagnetics, microelectronics, and power systems. Within these areas are courses in such topics as solid state electronics, integrated circuits, lasers, communications engineering, computer design, power engineering, digital signal processing, antenna design, and many others. Project courses allow undergraduates to undertake independent study under the guidance of a faculty member in an area of mutual interest.

The following are the objectives of the Electrical Engineering degree program:

1. Provide all students with basic training in electrical engineering, as well as opportunities for specialized training in several technical areas;
2. Prepare students for study in the nation's top graduate schools and/or employment in a variety of positions in government and industry;
3. Through such tools as honors courses, research programs and financial aid packages, facilitate the recruitment and retention of a diverse student body, with particular emphasis on historically underrepresented groups;
4. Provide students with an understanding of the social context of the electrical engineering profession;
5. Provide students with an understanding of the ethical responsibilities of practicing engineers, as stipulated in the IEEE Code of Ethics;
6. Provide students with an ability to communicate and defend their ideas effectively;
7. Provide students with the skills necessary for successful participation in interdisciplinary projects;
8. Provide students with an ability to identify engineering problems and propose appropriate solutions, including the step-by-step design of a system, component or process;
9. Provide students with a strong foundation in mathematics, sciences and engineering, and the ability to apply said knowledge to solving engineering problems;
10. Provide students with an ability to design and conduct experiments, interpret empirical observations and analyze data;
11. Provide students with opportunities to engage in structured research activities;
12. Maintain technological relevance by introducing students to current applications in the field, as well as to state-of-the art laboratory equipment and computer simulation tools;
13. Provide students with a motivation to seek further specialization in the field of electrical engineering, and to continue learning, whether in a formal academic setting or through self-instruction.

Requirements for Major

Requirements for the Electrical Engineering major include thorough preparation in mathematics, physics, chemistry, and engineering science. Elective courses must include both Electrical Engineering courses and technical courses outside the department. A sample program is shown below.

Semester

I II

First Year

CHEM 133—General Chemistry.....	4	
PHYS 161—General Physics.....	3	
MATH 140, 141—Analysis I,II.....	4	4
ENES 100—Intro./Engr. Design.....	3	
ENEE 114—Programming Concepts for Engineers.....	4	
CORE—General Education Courses.....	3	3
Total.....	14	14

Sophomore Year

MATH 241—Calculus III.....	4	
MATH 246—Differential Equations.....	3	
PHYS 262, 263—General Physics.....	4	4
ENEE 241—Numerical Techniques in Engineering.....	3	
ENEE 244—Digital Logic Design.....	3	
ENEE 204—Basic Circuit Theory.....	3	
ENEE 206—Digital and Circuits Lab.....	2	
CORE—General education courses.....	3	3
Total.....	17	15

Junior Year

MATH 4xx*—Advanced Elective Math.....	3	
ENEE 302—Digital Electronics.....	3	
ENEE 306—Electronic Circuits Design Lab.....	2	
ENEE 312—Devices and Analog Circuits.....	3	
ENEE 322—Signal and System Theory.....	3	
ENEE 324—Engineering Probability.....	3	
ENEE 350—Computer Organization.....	3	
ENEE 380—Electromagnetic Theory.....	3	
ENEE 381—Electromagnetic Wave Propagation.....	3	
CORE—General education courses.....	3	3
Total.....	15	17

Senior Year

CORE—General education courses.....	6	3
ENEE 4xx**—Advanced Elective Lab.....	2	2
Technical Electives* (Non-EE technical electives).....	3	6
Technical Electives** (EE electives).....	6	3
Total.....	17	14

*From approved Non-EE Technical Elective List

** Must include a Capstone Design Course (minimum 2 credits), as well as 7 design credits.

Admission

Admission requirements are the same as those of other departments. (See A. James Clark School of Engineering section on Entrance Requirements.)

Advising

In addition to the associate chair and the academic coordinator, faculty in Electrical and Computer Engineering function as undergraduate advisers. Departmental approval is required for registration in all upper-division courses in the major. The department's Undergraduate Office (2429 A.V. Williams Building, 301-405-3685) is the contact point for undergraduate advising questions.

Financial Assistance

Several corporate scholarships are administered through the department. Information and scholarship applications are available from either the Electrical Engineering Undergraduate Office, 2429 A.V. Williams Building, 405-3685, or the A. James Clark School of Engineering Student Affairs Office, 1131 Engineering Classroom Building, 405-3860.

Honors and Awards

The Electrical and Computer Engineering department annually gives a variety of academic performance and service awards. Information on criteria and eligibility is available from the department's Undergraduate Office. Majors in Electrical Engineering participate in the Engineering Honors Program. See the A. James Clark School of Engineering entry in this catalog for further information.

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Department Honors Program

The Electrical and Computer Engineering Honors Program is intended to provide a more challenging and rewarding undergraduate experience for the best students pursuing the baccalaureate in Electrical Engineering. Honors sections are offered in almost all technical courses in the freshmen, sophomore, and junior years, and a capstone honors design project is taken during the senior year. Students completing the program with at least a 3.0 average on a 4.0 scale will have their participation in the program indicated on their B.S. diploma.

Student Organizations

There is an active Student Chapter of the Institute of Electrical and Electronics Engineers (IEEE). Information and membership applications are available in the Electrical and Computer Engineering undergraduate lounge, 0107 Engineering Classroom Building. Equally active is the chapter of Eta Kappa Nu, the nationwide Electrical Engineering honorary society.

Information on eligibility can be obtained from the EE Undergraduate lounge, from the departmental Undergraduate Office, or from the College Student Affairs Office. Harmonics Coalition is a student-run group, assisting new students as they become acclimated to the University.

Course Code: ENEE

ENGINEERING, BACHELOR OF SCIENCE, DEGREE IN

A. James Clark School of Engineering

1124 Glenn L. Martin Hall (formerly Engineering Classroom Building), (301) 405-3855

General Regulations for the B.S. Engineering Degree

All undergraduates in engineering will typically select their major field sponsoring department by the end of their second year regardless of whether they plan to proceed to a designated or an undesignated degree. A student wishing to elect the B.S. Engineering degree program may do so at any time following the completion of the sophomore year, or a minimum of 50 earned credits towards any engineering degree, and at least one semester prior to the time the student expects to receive the baccalaureate. As soon as the student elects to seek a B.S. Engineering degree, the student's curriculum planning, guidance, and counseling will be the responsibility of the "B.S. Engineering Degree Program Adviser" in the primary field department. The student must file an "Application for Admission to Candidacy for the Degree of Bachelor of Science in Engineering" with the student affairs office of the A. James Clark School of Engineering. The candidacy form must be approved by the chair of the primary field department, the primary engineering, and the secondary field advisers and the college faculty committee on "B.S. Engineering Degree Programs." This committee has the responsibility for implementing all approved policies pertaining to this program and reviewing and acting on the candidacy forms filed by the student.

Specific university and school academic regulations apply to this B.S. Engineering degree program in the same manner as they apply to the conventional designated degree programs. For example, the academic regulations of the university apply and the school requirement of an overall average of an overall average of 2.0 GPA or better and a grade of C or better in all engineering courses. For the purpose of implementation of such academic rules, the credits in the primary engineering field and the credits in the secondary field are considered to count as the "major" for such academic purposes.

Options of the "B.S. Engineering" Program

The "B.S. Engineering" program is designed to serve three primary functions: (1) to prepare those students who wish to use the breadth and depth of their engineering education as preparation for entry into post-baccalaureate study in such fields as medicine, law, or business administration; (2) to provide the basic professional training for those students who wish to continue their engineering studies on the graduate level in one of the new interdisciplinary fields of engineering such as

environmental engineering, bio-medical engineering, systems engineering, and many others; and finally (3) to educate those students who do not plan a normal professional career in a designated engineering field but wish to use a broad engineering education so as to be better able to serve in one or more of the many auxiliary or management positions of engineering related industries. The program is designed to give the maximum flexibility for tailoring a program to the specific future career plans of the student. To accomplish these objectives, the program has two optional paths: an engineering option and an applied science option.

The engineering option, which is ABET-accredited, should be particularly attractive to those students contemplating graduate study or professional employment in the interdisciplinary engineering fields, such as environmental engineering, bio-engineering, bio-medical, systems and control engineering, and manufacturing engineering, or for preparatory entry into a variety of newer or interdisciplinary areas of graduate study. For example, a student contemplating graduate work in environmental engineering might combine chemical and civil engineering for his or her program; a student interested in systems and control engineering graduate work might combine electrical engineering with aerospace, chemical, or mechanical engineering.

The applied science option, which is not ABET-accredited, should be particularly attractive to those students who do not plan to pursue a professional engineering career but wish to use the rational and developmental abilities fostered by an engineering education as a means of furthering career objectives. Graduates of the applied science option may aspire to graduate work and an ultimate career in a field of science, law, medicine, business, or a variety of other attractive opportunities which build on a combination of engineering and a field of science. Entrance requirements for law and medical schools can be met readily under the format of this program. In the applied science program, any field in the university in which the student may earn a B.S. degree is an acceptable secondary science field, thus affording the student a maximum flexibility of choice for personal career planning.

Minimum Requirements

Listed below are the minimum requirements for the B.S. Engineering degree with either an engineering option or an applied science option. Students completing the B.S. Engineering degree are required to complete the freshman and sophomore requirements in the chosen primary engineering field and the general education requirements as outlined by the university and the Clark School of Engineering. The student, thus, does not make a decision whether to take the designated or the undesignated degree in an engineering field until the beginning of the junior year. In fact, the student can probably delay the decision until the spring term of the junior year with little or no sacrifice, thus affording ample time for decision-making. Either program may be taken on the regular four-year format or under the Maryland Plan for Cooperative Engineering Education.

Junior-Senior Year Requirements

Engineering Option

Mathematics/Physical Science Requirements ¹	3
Engineering Sciences ^{2,4}	3
Primary Field ^{1,7}	24
Secondary Field ^{1,7}	12
Major Field or related electives ¹	3
Approved electives ^{3,4}	6
Total credits	51

Applied Science Option

Mathematics/Physical Science Requirements ⁴	3
Engineering Sciences ^{2,4}	3
Primary Field ¹	18
Secondary Field ¹	12
Major Field or related electives ⁴	3
Approved electives ^{4,6}	9
Senior research project ⁵	3
Total credits	51

Engineering fields of concentration available under the B.S. Engineering program as primary field within either the engineering option or the applied science option are: aerospace engineering, biological resources engineering, chemical engineering, civil engineering, computer engineering, electrical engineering, fire protection engineering, materials engineering, mechanical engineering, and nuclear engineering. There is also an environmental engineering option. All engineering fields of concentration may be used as a secondary field within the engineering option.

¹All courses used to fulfill the primary and secondary fields of concentration must be at the 300- and 400-level.

²Engineering Science courses are courses offered by the Clark School of Engineering which have a prefix beginning with EN (e.g., ENES, ENME, ENEE, etc.). These elective courses may be in a student's primary or secondary field of concentration.

³Approved electives must be technical (mathematics, physical sciences, or engineering sciences) but may not be in the primary or secondary fields of concentration.

⁴At least 50 percent of the elective courses (mathematics, physical sciences, engineering sciences, approved electives) must be at the 300- or 400-level.

⁵Students are required to complete 15 credits of approved electives which include a senior-level project or research assignment relating the engineering and science fields of concentration, unless specifically excused.

⁶In the applied science option, the approved electives should be selected to strengthen the student's program consistent with career objectives. Courses in the primary or secondary fields of concentration may be used to satisfy the approved electives requirement.

⁷For the engineering option, the program must contain the proper design component, as specified by ABET requirements. It is the responsibility of students and their advisers to ensure that the requirements are satisfied by the appropriate selection of courses in the primary and secondary fields of concentration.

ENGLISH LANGUAGE AND LITERATURE (ENGL)

College of Arts and Humanities

3101 Susquehanna Hall (SQH), (301) 405-3809

Undergraduate Advisers: 2115 Susquehanna Hall, (301) 405-3825

Freshman English Office: 2101 Susquehanna Hall, (301) 405-3771

Professional Writing Program: 3119 Susquehanna Hall, (301) 405-3762

Professor and Chair: Caramello

Professors: Auchard, Auerbach, Barry, Bryer, Caramello, Caretta, Cartwright, Coletti, Collier, Collins, Coogan, Cross, Donawerth*, Fahnestock, Flieger, Fraistat, Grossman, D. Hamilton, Handelsman*, Howard, Isaacs, Kauffman, Kolker, Kornblatt, Lanser*, Leinwand, Leonardi, Levine, Mack, McKnight, Norbrook, Pearson, C. Peterson, W. Peterson, Plumly#, Smith, Turner, Washington, Wyatt*

Associate Professors: Achinstein, Cate, Cohen, Coleman, G. Hamilton, Hammond, Kleine, Levin, Lindemann, Logan, Loizeaux, Marcuse, McDowell, Moser, Norman, Ray, Richardson, Sherman, Van Egmond, Wang

Assistant Professors: Bauer, Chuh, Grady, King, Nunes, Rutherford

Instructor: Terchek

Lecturers: Miller, Ryan

Professors Emeriti: Beauchamp, Freedman, Fry, Jellema, Lawson, Lutwack, Miller, Myers, Panichas, Salamanca, Trousdale, Vitzhum, Whittemore, Winton

#Distinguished University Professor

*Distinguished Scholar-Teacher

Advising

Departmental advising is mandatory for all majors each semester.

The Major

The English major has been designed by the English Department faculty with three purposes in mind: 1) to give students a sense of the history and variety of literature written in English, 2) to introduce students to the debates about literature and language that shape our intellectual lives, and 3) to use the critical study of literature and language to help students think carefully and express themselves well. An English major is good professional preparation for a career in the law, government, journalism, business, communication, teaching, or any field that requires strong analytical and communication skills.

Requirements for Major

Requirements for the English major include a minimum of 45 upper-level credits completed and the foreign language requirement of the College of Arts and Humanities. The English major requires 39 credits in English beyond the two required University writing courses.

The English major has three parts. The CORE Requirements assure that students read widely and become aware of the questions an inquiring reader might ask of a text. The specialization offers students the opportunity to read more deeply in an area of special interest. The Electives allow students to explore other areas of interest.

CORE Requirements (18 credits)

All to be taken at the 300- or 400-level

1. English 301: Critical Methods in the Study of Literature. For all majors, a pre- or co-requisite for other 300- or 400-level English courses. We recommend it be taken during the sophomore year.
2. A course in British Literature emphasizing literature written before 1670
3. A second course in British Literature emphasizing literature before 1900
4. A course in American Literature
5. A course in a) African-American literature, b) literature of peoples of color, c) literature by women, or d) gay, lesbian and bisexual literature
6. A senior seminar, to be taken after 86 credits and after the completion of at least two upper-level English courses

Specializations (12 credits)

(Four courses beyond the 6 CORE Requirements above)

Students choose one of the following:

1. British and American Literature
2. American Literature
3. British, Postcolonial, and International Anglophone Literature
4. Language, Writing, and Rhetoric
5. Creative Writing
6. Literature of the African Diaspora
7. Mythology and Folklore
8. Literature by Women
9. Film and Visual Studies
10. Student Specified Concentration

Electives (9 credits): Chosen in consultation with an adviser.

Only two 200-level courses may be counted toward the major. No course with a grade less than C may be used to satisfy the major. For further details on requirements, contact the English Department's Office of Undergraduate Studies (2115 SQH, 301-405-3825).

English and English Education Double Major

In conjunction with the College of Education, the English Department offers a special 125-credit program for students wishing to double major in English and English Education, allowing them to earn a certificate to teach English at the secondary level. For a list of requirements, contact the Office of Undergraduate Studies (2115 SQH, 301-405-3825).

Honors

The English Department offers an extensive Honors Program, primarily for majors but open to others with the approval of the departmental Honors Committee. Interested students should ask for detailed information from an English Department adviser as early as possible in their college careers.

The Writing Center

The Writing Center, 0125 Taliaferro, (301) 405-3785, provides free tutorial assistance to students with writing assignments. English 101 students generally work with student tutors. English 391/2/3/4/5 students usually work with tutors who are retired professionals. Appointments are recommended, but walk-ins are welcome based on availability of tutors. Students, faculty, and staff with questions about punctuation, sentence structure, word choice, or documentation can call the Writing Center's Grammar Hotline at (301) 405-3787.

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Citation in Renaissance Studies

15 credit hours. At least one course each in History, Literature and Visual and Performing Arts from approved list of courses; at least four courses at the 300 or 400 level. Students who fulfill Citation requirements will receive a Citation on the official transcript. Please contact the Director of Undergraduate Studies for more information.

Course Code: ENGL

ENTOMOLOGY (ENTM)

College of Life Sciences

4112 Plant Sciences Bldg., (301) 405-3911

Professor and Chair: Raupp

Professors: Barbosa, Bickley (Emeritus), Bottrell, Davidson (Emeritus), Denno, Harrison (Emeritus), Hellman, Jones (Emeritus), Ma, Menzer (Emeritus), Messersmith (Emeritus), Raupp, Steinhauer (Emeritus), Via, Wood (Emeritus)

Associate Professors: Armstrong, Brown, Dively, Lamp, Linduska, Mitter, Nelson, Regier, St. Leger

Assistant Professors: Hawthorne, Richman, Shultz, Thorne

Instructor: Kent

Assistant Research Scientist: Sina

Director of Undergraduate Studies: Kent

The Major

Entomology is an Advanced Program Specialization in the area of Biological Sciences. This specialization area prepares students for careers or graduate work in any of the specialized areas of entomology. Professional entomologists are engaged in fundamental and applied research in university, government, and private laboratories; regulatory and control activities with Federal and State agencies; commercial pest management services; sales and development programs with chemical companies and other commercial organizations; consulting, extension work, and teaching.

Advising is mandatory. Students should work closely with their advisers in choosing electives.

Requirements for Specialization

See Biological Sciences elsewhere in this chapter and Entomology adviser for specific program requirements.

Course Code: ENTM

ENVIRONMENTAL SCIENCE AND POLICY PROGRAM (ENSP)

0207 Symons Hall, (301) 405-8571

E-mail: bj5@umail.umd.edu

Director: James

Environmental Science and Policy is a new broadly interdisciplinary major, drawing courses and faculty from 20 departments and 4 Colleges (Agriculture and Natural Resources; Behavioral and Social Sciences; Computer, Mathematical, and Physical Sciences; and Life Sciences). There are 13 areas of concentration within the major, most of which are also cross-disciplinary. Students will choose a particular area of concentration and will be assigned an adviser from among the faculty who are responsible for the particular area. Students will have the opportunity to change area of concentration from that originally selected as they learn about the diversity of the major and its offerings. The degree (B.A. or B.S.) earned will be in Environmental Science and Policy and in the area of concentration chosen. For some administrative purposes, the students will be associated with the Colleges of their academic advisers.

The Major

Environmental Science and Policy students will take a core of 10 courses, including 9 lower-division courses chosen from restricted lists and a Capstone course required of all majors during their senior year, and upper-division courses defined by the area of concentration. After accounting for prerequisites, CORE courses, and upper-division requirements, any area of concentration may be completed while allowing approximately 24 hours of free electives in a normal 120-hour program leading to the B.S. or B.A. degree. Some areas of concentration require an internship, and students will be encouraged to pursue practical work and volunteer opportunities as part of their undergraduate programs.

Requirements for Major

ENSP CORE

1. A one-year introductory course sequence (ENSP 101-102) for three credits each semester, emphasizing Environmental Science in the first semester and Environmental Policy in the second.
2. At least one course each from five of the following six groups: a) Biology (BIOL 106); b) Chemistry (CHEM 103); c) Earth Sciences (GEOL 103, GEOL 107, GEOL 100-110, GEOG 201-211, NRSC 200, AGRO 202, METO 200); d) Economics (AREC 240, ECON 200); e) Geography (GEOG 100, GEOG 170, GEOG 202); f) Government & Politics (GVPT 273, AREC 332).
3. One semester of Calculus (MATH 140 or MATH 220)
4. One semester of Statistics (BIOM 301, BIOM 401, ECON 321, PSYC 200, SOCY 201, STAT 400)
5. The Capstone course (a 400-level ENSP course in the senior year)

Areas of Concentration

Agroecology; Biodiversity and Conservation Biology; Earth Surface Processes; Environmental Economics; Environmental Management; Environmental Mapping and Data Management; Environmental Plant Protection; Environmental Politics and Policy; Land Use; Landscape Ecology; Society and Environmental Issues; Soil, Water, and Land Resources; Wildlife Resources and Conservation

Advising

Advising is mandatory. Before registering, students should contact the Director of ENSP to discuss the program requirements and options, and to explore their interests in possible areas of concentration.

Course Code: ENSP

FAMILY STUDIES (FMST)

College of Health and Human Performance

1204 Marie Mount Hall, (301) 405-3672

<http://www.wam.umd.edu/~fmst>

Professor and Chair: Koblinsky

Professors: Epstein, Gaylin, Hampton

Associate Professors: Anderson, Leslie, Mokhtari, Myricks, Randolph,

Rubin, Wallen

Instructors: Letiecq, Werlinich

Lecturer: Davis

The Major

The major in Family Studies emphasizes an understanding of the family as the primary social institution linking individuals to their world. The program has three interrelated foci: 1) the family as a unique and dynamic social unit, 2) the development and functioning of individuals within the family, and 3) the relationship of the family to its larger socio-cultural, historical, political and economic context. Students develop a working knowledge of individual and family development throughout the life span, interpersonal relations, and resource use. Courses examine family dynamics, changing family structures, ethnic families, intergenerational relations, family crises, family violence, family policy, legal problems, and family economics.

Students study prevention and intervention strategies for combatting family problems. The reciprocal relationships between families and the social policies, practices and management of institutions and organizations are examined. The curriculum prepares students for careers in human services, human resource management, family life education, public policy and related positions emphasizing the family. Opportunities exist in public, private and non-profit agencies and institutions working with family members, entire family units or family issues. Graduates are also prepared for graduate study in the family sciences, family therapy, human services administration, health, law, social work, human resource management and other social and behavioral science disciplines and professions.

Curriculum

(a) Major subject area: A grade of C or better is required in these courses.

FMST 302—Research Methods (3)
 FMST 330—Family Theories and Patterns (3)
 FMST 332—Children in Families (3)
 FMST 381—Poverty, Affluence, and Families (3)
 FMST 383—Delivery of Human Services to Families (3)
 FMST 432—Intergenerational Aspects of Family Living (3)
 FMST 477—Internship and Analysis in Family Studies (3)
 FMST 487—Legal Aspects of Family Problems (3)

(b) Six additional departmental credits must be selected from any other FMST courses, with the exception of independent study (FMST 399, FMST 498) and field work (FMST 386, FMST 387). Must receive a grade of C or better.

(c) Additional courses. Required of all majors. All students must earn a grade of C or better in all courses applied toward completion of the major.

FMST 290—Family Economics (3)
 or ECON 200—Principles of Microeconomics (4)
 or ECON 201—Principles of Macroeconomics (4)
 EDMS 451—Introduction to Educational Statistics (3)
 or STAT 100—Elementary Statistics and Probability (3)
 SOCY 100—Introduction to Sociology (3)
 or SOCY 105—Introduction to Contemporary Social Problems (3)
 PSYC 100—Introduction to Psychology (3)
 COMM 100—Foundations of Speech Communication (3)
 or COMM 107—Speech Communication: Principles and Practices (3)
 or COMM 125—Introduction to Interpersonal Communication (3)

Course Code: FMST

FINANCE

For information, consult the Robert H. Smith School of Business entry in chapter 6.

FIRE PROTECTION ENGINEERING (ENFP)

A. James Clark School of Engineering

0151 Engineering Classroom Building, (301) 405-3992
<http://www.enfp.umd.edu>

Professor and Chair: Spivak
 Professors: Brannigan, Quintiere
 Associate Professors: Milke, Mowrer
 Assistant Professor: Torero
 Lecturers (part-time): Gagnon, Koffel, Simone
 Emeritus: Bryan
 Affiliate Professor: diMarzo

The Major

Fire Protection Engineering is concerned with the applications of scientific and technical principles to the growth, mitigation, and suppression of fire. This includes the effects of fire on people, on structures, on commodities, and on operations. The identification of fire hazards and their risk, relative to the cost of protection, is an important aspect of fire safety design.

The practice of fire protection engineering has developed from the implementation and interpretation of codes and standards directed at fire safety. These safety codes contain technical information and prescriptions derived from experience and research. Research has also led to quantitative methods to assess aspects of fire and fire safety. Thus, fire protection engineers need to be versed in the current technical requirements for fire safety and in the scientific principles that underlie fire and its interactions.

The fire protection engineering student receives a fundamental engineering education involving the subjects of mathematics, physics, and chemistry. The program builds on other core engineering subjects of materials, fluid mechanics, thermodynamics and heat transfer with emphasis on principles and phenomena related to fire. Fluid mechanics includes applications to sprinkler design, suppression systems, and smoke movement. Heat transfer introduces the student to principles of evaporation for liquid fuels. The subject of combustion is introduced involving premixed and diffusion flames, ignition and flame spread, and burning processes. Laboratory experience is gained by being exposed to standard fire tests and measurements. Design procedures are emphasized for systems involving suppression, detection, alarm, and building safety requirements. The background and application of codes and standards are studied to prepare the student for practice in the field. System concepts of fire safety and methods of analysis are presented. A senior design or research project is required which gives the student an opportunity to explore issues beyond the normal classroom environment.

In general, the curriculum is designed to give the student a grounding in the science and practice of fire safety. The field touches on many disciplines and its scientific basis is expanding. It is an engineering discipline that is still growing, and offers a variety of excellent career opportunities. These cover a wide spectrum involving safety assessment reviews, hazards analysis and research, loss prevention and regulatory issues.

Requirements for Major

	Semester	
	I	II
Freshman Year		
CORE Program Requirements (incl. ENgl 101)	3	6
CHEM 103 and 113 or 133—General Chemistry	4	(4)
MATH 140, 141—Analysis I, II	4	4
ENES 100—Introduction to Engineering Design	3	
ENES 102—Statics		3
PHYS 161—General Physics I		3
Total	14	16

Sophomore Year

CORE Program Requirements	3	3
MATH 240—Linear Algebra or		
MATH 241—Analysis III	4	
MATH 246—Differential Equations		3
PHYS 262, 263—General Physics	4	4
ENES 221, 220—Dynamics/Mechanics of Materials	3	3
ENFP 251—Introduction to Fire Protection Engineering	3	
ENFP 255—Fire Alarm and Special Hazards Design		3
Total	17	16

Junior Year

CORE Program Requirements	3	6
ENME 320—Thermodynamics	3	
ENXX or CMSC—Approved Computational Analysis or		
Computer Applications	3	
ENFP 300—Fire Protection Fluid Mechanics	3	
ENFP 310—Water Based Fire Protection Systems Design		3
ENFP 312—Heat and Mass Transfer		3
ENFP 320—Fire Assessment Methods and Laboratory	4	
Elective—Approved Elective (CHEM, ENFP, ENES, ENXX)*	3	
Total	16	15

Senior Year

CORE Program Requirements	3	
ENFP 405—Structural Fire Protection		3
ENFP 411—Fire Risk Assessment		3
ENFP 415—Fire Dynamics	3	
ENFP 416—Problem Synthesis and Design		3
ENFP 421—Life Safety and Risk Analysis	3	
Elective—Approved Electives (CHEM, ENFP, ENES, ENXX)*	6	3
ENFP 450—Professional Development Seminar		1
Total	15	13
Total Credit Hours	122	126

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*At least 3 credits of Approved Electives must be in ENFP. One of the approved elective courses (3 credits) must also be either a statistics, mathematics, or applied mathematics course. A further chemistry course is recommended. A list of approved electives is available.

Admission

Admission requirements are identical to those set by the A. James Clark School of Engineering. (See A. James Clark School of Engineering section in chapter 6.)

Advising

Mandatory advising by department faculty is required of all students every semester. Students schedule their advising appointments in the department Office, 0151 Glenn L. Martin Hall, (301) 405-3992.

Fieldwork and Internship Opportunities

Part-time and summer professional experience opportunities and paid internship information is available in the department Office, 0151 Glenn L. Martin Hall. See your advisor or the Coordinator: S. M. Spivak, (301) 405-3992.

Financial Assistance

Numerous scholarships and grants are available to students in the department from organizational and corporate sponsors. Information is available on eligibility, financial terms and retention criteria in the department Office. The majority of the scholarships are for junior and senior students, but some scholarships are available for first- and second-year students. Also refer to our web site at <http://www.enfp.umd.edu>.

Honors and Awards

Academic achievement awards are sponsored by the department and the student professional-honor societies. These awards are presented at the annual A. James Clark School of Engineering Honors Convocation. Eligibility criteria for these awards are available in the department Office. Qualified students in the department are eligible for participation in the A. James Clark School of Engineering honors program.

Student Organizations

The departmental honor society, Salamander, is open to academically eligible junior and senior students. The University of Maryland student chapter of the Society of Fire Protection Engineers is the professional society for all interested students in the department. Student membership in the National Fire Protection Association is available too. Information on these organizations may be obtained from current members in the student lounge, 1123 Engineering Laboratory Building, (301) 405-3999.

Course code: ENFP

FOOD SCIENCE PROGRAM

Please see entry for Nutrition and Food Science later in this chapter.

FRENCH AND ITALIAN LANGUAGES AND LITERATURES (FRIT)

College of Arts and Humanities

3106C Jimenez Hall, (301) 405-4024

Professor and Chair: Russell

Professors: Hage, Mossman, Verdaguer

Associate Professors: Black, Brami, Campagne, Falvo

Assistant Professors: Frindéthié, Letzter, Scullen

Lecturers: Amodeo, C. P. Russell, Thomas

Affiliate Lecturer: Jacoby

Emeriti: Fink, MacBain, Meijer, Tarica, Therrien

French and Italian are two of the world's great languages of culture, providing access to an outstanding body of literature and criticism, studies in the arts, the humanities, the social and natural sciences, and career opportunities in commerce, foreign affairs, and the academic world. The department seeks to provide an atmosphere conducive to cultural awareness and intellectual growth. It hosts active student clubs and a chapter of a national honor society. It supports two study abroad programs, Maryland-in-Nice and Maryland-in-Rome, and works actively with the French and Italian language clusters of the Language House.

The French Major

Requirements for the French major include the College of Arts and Humanities requirements of 45 upper-level credits completed. The College foreign language requirement will be automatically fulfilled in the process of taking language major courses.

The undergraduate major in French consists of 36 hours of French courses above FREN 203. Two options, having the same core, lead to the Bachelor of Arts degree: (1) French language, culture, and literature, and (2) French/International Business. No grade lower than C may be used toward the major. Students intending to apply for teacher certification should consult the Director of Undergraduate Advising as early as possible for proper planning.

Students must take language acquisition courses sequentially, i.e., 203, 204, 301, etc. Once credit has been received in a higher-level language acquisition or grammar course, a lower-level course may not be taken for credit.

Advising

Departmental advising is mandatory for second-semester sophomores and seniors.

Core required of all majors (12 credits): FREN 204, 250, 301, 401.

Additional requirements outside French for both options: 12 credits in supporting courses as approved by department, or at least 12 credits (six credits at 200-level and six credits at 300-400 level) in one specific area, representing a coordinated plan of study.

French Language, Culture and Literature Option (24 credits)

In addition to core: FREN 351, 352; 311 or 312, 302 or 303; four additional 400-level courses.

French and International Business Option (24 credits)

In addition to core: FREN 302, 303, 306, 311, 312 or 404; 406; two of the following: 351, 352, 471, 472, 473, 474.

Honors

A student may choose to do a departmental Honors version in the French Language Culture and Literature Option. The requirements are the same except that at least three of the upper-level courses, beginning with FREN 351, must be taken in the "H" version, and that, in addition to those courses regularly taken for the major, the Honors student will take FREN 495H (Honors Thesis), for a total of 39 hours in French. For further information, consult the coordinator of the French Honors Program.

The Italian Major

The undergraduate major in Italian consists of 36 hours of Italian courses above ITAL 203. To satisfy the major requirements, students must take the following courses: the language sequence: ITAL 204, 211, 301, and either 302 or 311; the literature sequence: 251, 350; six courses at the 400-level, of which only one may be in English. No grade lower than C may be used to satisfy the major requirements. Additional requirements outside Italian: 12 credits in supporting courses as approved by the department; or at least 12 credits (six credits at the 200-level and six credits at the 300-400 level) in one specific area, representing a coordinated plan of study.

Students must take language acquisition courses sequentially, i.e., 203, 204, 301, etc. Once credit has been received in a higher-level language acquisition or grammar course, a lower-level course may not be taken for credit.

Romance Languages

Either French or Italian, or both, may serve as components of this major (see the entry on the Romance Language Program below).

Course Codes: FREN, ITAL

Citations

Citation in French Language and Cultures

15 credit hours. Five courses in French from approved list of courses. Courses taken through Study Abroad programs may be applied. Contact the Director of Undergraduate Studies for more information.

Citation in Business Management for French Majors (1102B)

15 credit hours. ECON 200 and four courses from approved list of BMGT courses. Contact Business, Culture and Languages Program at (301) 405-2621 for more information.

Citation in Business French

15 credit hours. Five courses in French from approved list of courses. Contact Business, Culture and Languages Program at (301) 405-2621 for more information.

Citation in Italian Language and Culture

15 credit hours. ITAL 204, 211, 311 and two courses from approved list of courses. Contact the Director of Undergraduate Studies for more information.

Students who fulfill Citation requirements will receive a Citation on the official transcript.

GEOGRAPHY (GEOG)

College of Behavioral and Social Sciences

2181 Lefrak Hall, (301) 405-4050
<http://www.inform.umd.edu/GEOG>

Associate Chair: Cirrincione

Chair: Goward

Professors: Goward, Prince, Townshend

Associate Professors: Brodsky, Christian, Cirrincione* (Curriculum and Instruction), Defries*, Dubayah, Geores, Kasischke, Kearney, Thompson

Assistant Professors: Liang

Lecturers: Eney, Kinerney, Ziatic

Professor Emeritus: Harper, Wiedel

Adjunct Faculty: Townsend, Tucker, Walthall, Williams

*Joint Appointment with unit indicated.

The Major

The Department of Geography offers programs of study leading to the Bachelor of Science (B.S.) degree. Many students find that the multiple perspectives of geography form an excellent base for a liberal arts education. The abilities to write clearly and to synthesize information and concepts are valued highly in geographical education and practice. Students of geography must master substantive knowledge either in the physical/natural sciences or in the behavioral/social sciences in addition to methodological knowledge. Some advanced geography courses, such as geomorphology and climatology are physical science oriented; economic geography, urban systems, and population geography focus on the social sciences, while environmental studies, ecology, and the geography of human dimensions of global change combine the two. International interests are best pursued with complementary study in foreign languages and area studies.

The central question in geographical study is "where?" Geographers research locational questions of the natural environment, of social and economic systems, and of past human activity on the land. Students of geography must master a variety of techniques that are useful in locational analysis, including computer applications and mapping, map making or cartography, air-photo interpretation and remote sensing, field observation, statistical analysis, and mathematical modelling.

Increasingly, geographers apply their combined methodological and substantive knowledge towards the solution of society's problems. Some graduates find geography to be an excellent background for careers in defense and intelligence, journalism, law, travel and tourism, the nonprofit

sector, and business and management. Most professional career positions in geography require graduate training. Many geographers take positions in scientific research, planning, management and policy analysis for both government and private agencies.

Major Requirements Including Program Options

Within any of the specializations available in the geography major program it is possible for students to adjust their programs to fit their individual interests. The geography major totals 35 semester hours. In addition to the 35 semester hours, the geography major is required to take an additional 15 semester hours of supporting course work outside of the department. The hours can be either in one department or in an area of specialization. An area of specialization requires that a written program of courses be reviewed and placed on file by the department adviser. See Advising Office, Lefrak 2108, (301) 405-8085, e-mail geog-advise@umail.umd.edu, web page: <http://www.inform.umd.edu/GEOG>. Supporting courses generally are related to the area of specialty in geography. The pass-fail option is not applicable to major or supporting courses. A minimum grade of C in each course is required for major and supporting courses.

The required courses for geography majors are as follows:

	Semester Credit Hours
Primary Courses (GEOG 201, 202, 211, 212).....	8
An upper-level physical geography course	3
An upper-level human geography course	3
An upper-level geographic technique course	3
Upper-level geography electives	15
Quantitative Methods or Statistics (e.g. GEOG 305 or its equivalent)	3
Total	35

Geography Primary Courses

The following four courses provide the initial base of the Geography Program:

GEOG 201—Geography of Environmental Systems	3
GEOG 202—The World in Cultural Perspective	3
GEOG 211—Geography of Environmental Systems Laboratory	1
GEOG 212—The World in Cultural Perspective Lab	1

Upper-Level Elective

At least one upper-level course each in physical geography, human geography, and geographic technique is required regardless of the speciality of the individual student's program. These courses build on the initial base provided by the Primary Courses, and also serve as the basis for selection of upper-level geography courses.

Suggested Program of Study for Geography

	Semester Credit Hours
Freshman Year	
ENGL 101—Introduction to Writing	3
MATH 110—Elementary Mathematical Models	3
or MATH 115—Precalculus	
University CORE Distributive Studies	24
(To be chosen from the three categories of Humanities-Arts, Math-Sciences, and Social Sciences)	
Sophomore Year	
University CORE Distributive Studies	4
(To be chosen from Math-Sciences lecture-laboratory courses)	
GEOG 201—Geography of Environmental Systems	3
GEOG 202—The World in Cultural Perspective	3
GEOG 211—Geography of Environmental Systems Lab	1
GEOG 212—The World in Cultural Perspective Lab	1
Quantitative Methods (GEOG 305 or its equivalent)	3
Electives	15
Junior Year	
ENGL 391 or GEOG 310	3
CORE Advanced Studies	3
Advanced Human Geography	3
Advanced Physical Geography	3
Advanced Technique Geography	3
Geography Upper-Level Elective	3
Electives	12

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Senior Year	
Geography Upper-Level Electives.....	12
Electives.....	18
Total	120

Introduction to Geography

The 100-level geography courses are general education courses for persons who have had no previous contact with the discipline in high school or for persons planning to take only one course in geography. They provide general overviews of the field or in one of its major topics. Credit for these courses is not applied to the major.

Related Programs

Geographic Information Science/Computer Cartography Program

The Geography Department offers an important area of specialization: GIS and Computer Cartography. The Bachelor of Science degree program in Geographic Information Science and Computer Cartography is designed to give students the technical skills needed to acquire, manage and analyze very large amounts of geographic data. Students will get extensive computer training in digital processing of remote sensing observations and cartographic vector data, spatial analysis, and the display of information products. Almost everything we do involves geographic information, from deciding where to live and travel, to environmental monitoring and urban planning. Influenced by computer technology, the academic disciplines of geographic information science such as remote sensing, geographic information systems (GIS), and computer cartography have evolved dramatically in the past few decades. Remote sensing is the science of obtaining geographic information from aircraft and satellites. GIS technology manages and analyzes different forms of digital geographic data, and this field has been growing at an extraordinary rate. Computer cartography has revolutionized traditional cartography to vastly improve map making and visualization of geographic information in a multimedia environment.

Students concentrating in GIS/Cartography must take the Geography Primary courses, totalling eight hours: one upper-level course in physical geography, and one in human geography plus six hours of systematic electives, totalling 12 hours; and Cartography/Geographic technique courses, totalling 15 hours. Supporting area courses must be taken from a list provided by the department. All math programs should be approved by a departmental adviser.

Geography Minor and Secondary Education Geography Specialization

Secondary Education majors with a concentration in geography are required to take 29 hours in geography. Eight hours of Primary Courses (GEOG 201/211, 202/212) are required, plus at least one upper-level gateway course in physical geography, human geography, and geographic techniques. The remaining 12 hours are to be selected from upper-level systematic geography electives. For majors in elementary education and others needing a geography course for teaching certification, GEOG 100 is the required course.

Geography minors should take at least GEOG 201/211, 202/12, and at least one upper-level gateway course in physical geography, human geography, and geographic techniques.

Internship Opportunities

The department offers a one-semester internship program for undergraduates (GEOG 384 and 385). The goal of the program is to enhance undergraduates' intellectual growth and career opportunities. The internship provides an opportunity for the students to expand their understanding of the field by linking the theoretical aspects of geography acquired in the classroom to the applied aspects operating in a practice situation. The internship program is open only to geography juniors and seniors. All interns must have completed the following prerequisites: GEOG 201/211, 202/212, 305 or its equivalent, and the upper-level writing requirement. An application form from the undergraduate geography adviser must be submitted one semester before the internship is desired. See Professor Cirincione, 1125 LeFrak Hall, (301) 405-4053.

Honors

For information on the geography honors program, contact the undergraduate adviser.

Student Organizations

Gamma Theta Upsilon, the geography undergraduate organization, operates a program of student-sponsored talks and field trips. Information may be obtained from Professor Dubayah, 1161 LeFrak Hall, (301) 405-4069.

Course Code: GEOG

GEOLOGY (GEOL)

College of Computer, Mathematical and Physical Sciences

1115 Geology Building, (301) 405-4365

<http://www.geol.umd.edu>

Professor and Chair: Brown

Professors: Candela, Chang, Walker, Wylie†

Associate Professors: McLellan, Prestegard, Ridky, Stifel (emeritus)

Assistant Professors: Jiang, Kaufman

Adjunct Professor: Zen

Adjunct Associate Professor: Luhr, Shirey

Adjunct Assistant Professors: Böhkle, Hanchar

Senior Research Scientist: Morgan

Assistant Research Scientists: Becker, Holtz, Minarik, Piccoli

†Distinguished Scholar-Teacher

The Major

Geology is the science of the Earth. In its broadest sense, geology concerns itself with planetary formation and subsequent modification, with emphasis on the study of planet Earth. Geologists study Earth's internal and surficial structure and materials, the chemical and physical processes acting within and on the Earth, and utilize the principles of mathematics, physics, chemistry, and biology to understand our planet and its environments.

Geological Studies encompass all the physical, chemical, and biological aspects of Earth. Increasingly, geologists are taking a holistic approach in the collection and interpretation of data about the Earth, which means that the wider context of the geological sciences is broad and diverse. In studying the Earth as a system, we are concerned with geology and geophysics, hydrology, oceanography and marine science, meteorology and atmospheric science, planetary science, and soil science. A major in any relevant discipline can lead to a satisfying career within the geological sciences. In general, graduate training is expected for advancement to the most rewarding positions and for academic employment.

Geologists are employed by governmental, industrial, and academic organizations. Geologists work in exploration for new mineral and hydrocarbon resources, as consultants on engineering and environmental projects, as teachers and researchers in universities, and in many other challenging positions. For many, the attraction of a career in geology is the ability to divide time between work in the field, the laboratory, and the office. Although the employment outlook within geology varies with the global economic climate, the long-range outlook is good. This is because our dwindling energy, mineral, and water resources, along with increasing concerns about natural hazards and environmental issues, present new challenges for geologists.

The Geology Program at Maryland includes a broad range of undergraduate courses to accommodate both Geology majors and students within the Environmental Science and Policy Program. Within the Geology major, a requirement exists for a senior undergraduate research project to be performed under the direction of a faculty adviser. This requirement provides invaluable experience in writing proposals and reports, gathering, analyzing and evaluating data, and delivering scientific talks. In addition, a Departmental Honors Program and a combined B.S./M.S. Program are available.

Requirements for Major

The geology curriculum is designed to meet the requirements of industry, graduate school, and government. For the B.S. degree, the students are required to complete the departmental requirements (49 credits) and the supporting requirements (23/24 credits) in addition to the CORE (general education) Program requirements. The department also requires that to receive a degree in geology, students must have a grade of C or better in the required geology courses, and an average of C or better in the supporting courses.

Courses required for the B.S. in Geology are listed below. Some courses require field trips for which students are expected to pay for room (if required), board, and part of the transportation costs. Field camp is taken during the summer at institutions other than the University of Maryland, College Park, that offer camps approved by the department.

	Semester Credit Hours
CORE Program Requirements*	46

Geology Courses

One of the following:	4
GEOL 100/110—Physical Geology and Laboratory	
GEOL 120/110—Environmental Geology and Laboratory	
GEOL 103—Water, Earth and Humans	
GEOL 105—Geology of Maryland	
GEOL 107—Natural Hazards	
GEOL 102—Historical Geology	4
GEOL 322—Mineralogy	4
GEOL 340—Geomorphology	4
GEOL 341—Structural Geology	4
GEOL 342—Sedimentation and Stratigraphy	4
GEOL 393—Technical Writing	3
GEOL 394—Research Problems	3
GEOL 445—Geochemistry	3
GEOL 451—Groundwater	3
GEOL 423—Optical Mineralogy	3
GEOL 443—Petrology	4
GEOL 490—Field Camp	6
	49

Supporting Requirements

CHEM 103—General Chemistry I	4
CHEM 113—General Chemistry II	4
MATH 140—Calculus I	4
MATH 141—Calculus II	4
PHYS 141—General Physics	4
One of the following	3-4
PHYS 142—General Physics	
BIOM 301—Introduction to Biometrics	
Any upper-level Geology course	

Credit hours-supporting requirement 23-24

*Of the normal CORE requirements (46 credit hours), at least 13-14 credits are met by the major requirements in Mathematics, Chemistry, Geology or Physics (Mathematics and the sciences area).

Combined B.S./M.S. Program in Geology

Normally, the minimum requirements for acceptance into this program are:

1. A GPA of at least 3.5
2. No more than 15 credits of required Geology courses and 4 credits of supporting requirements in mathematics, chemistry, and physics remaining for the B.S. Degree
3. No more than 6 credits of CORE requirements remaining for the B.S. degree
4. At least three letters of recommendation
5. An essay or statement of purpose
6. An interview with the Graduate Director

Advising

The director of the Undergraduate Program serves as the adviser for the geology majors, 1119 Geology Building, (301) 405-4379.

Honors

Admission to the honors program will be by invitation of the Honors Committee, normally at the end of the sophomore year and normally will be extended to students with an overall GPA of 3.0 or better and a GPA of 3.0 or better in all courses required for the major.

Graduation with Honors normally requires completion of the curriculum, a GPA of 3.5 or better in GEOL 393H and GEOL 394H, and maintenance of a 3.0 overall GPA and a GPA of 3.0 or better in all courses required for the major. Maintenance of a GPA of 3.5 or above and a grade of A in both GEOL 393H and GEOL 394H will earn the distinction of Graduation with High Honor.

The curriculum for Honors in Geology follows the University Honors Program Track I: Thesis Option with a 15-credit minimum.

1. The requirement for upper-division Honors courses will be met by a minimum of 9 hours as follows:
 - a. GEOL 489H—Recent Advances in Geology (3 credit hours), and
 - b. Six credit hours from the following:
 - 1) a three-credit-hour graduate-level course approved by the departmental honors committee,
 - 2) Honors Option project in a three- or four-credit-hour upper-level course from the offerings in the Geology Department. The Honors Option Proposal must be approved by the departmental honors committee, the professor teaching the course and the University Honors Program. A proposal must be approved by the department and submitted to the University Honors Program by the 10th day of class in the semester in which the course will be taken and the project completed.
2. The research and thesis requirement will be met by completion of GEOL 393H and GEOL 394H with a GPA of 3.5 or better (six credit hours).

Honors and Awards

Bengt Svenonius Memorial Scholarship for graduating senior with the highest overall scholastic average; Fernow Memorial Faculty Field Camp Awards for geology majors to attend geology summer camp; Sigma Gamma Epsilon Award for a senior in geology for Outstanding Scholastic Achievement and service to the Society; and Best Senior Research Award.

Student Organizations

Sigma Gamma Epsilon, National Honor Society for Earth Sciences, and the Geology Club.

Course Code: GEOL

GERMANIC STUDIES (GERM)

College of Arts and Humanities

3215 Jimenez Hall, (301) 405-4091

Professor and Acting Chair: Oster
 Professors: Beicken, Oster, Pfister, Frederiksen†
 Associate Professors: Fleck, Strauch
 Assistant Professor: Alene Moyer
 Emeriti: Best, Herin, Jones
 †Distinguished Scholar-Teacher

Changes in major requirements are under review. For more information, please contact the department at (301) 405-4091 or Dr. Pfister at (301) 405-4106.

The Major

The undergraduate major in Germanic Studies consists of 36 hours beyond the basic language acquisition sequence (GERM 101-201). No course completed with a grade lower than C may be used to satisfy the major requirements. Three program options lead to the Bachelor of Arts (B.A.) degree: 1) German language, 2) German literature, and 3) Germanic area studies. Secondary concentration and supportive electives are encouraged in the other foreign languages, comparative literature, English, history, and philosophy. Majors intending to go on to graduate study in the discipline are urged to develop a strong secondary concentration in a further area of Germanic studies; such "internal minors" are available in German

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language, German literature, Scandinavian studies, and Indo-European and Germanic philology. All majors must meet with a departmental adviser at least once each semester to update their departmental files and obtain written approval of their program of study.

Advising

Departmental advising is mandatory for second-semester sophomores, juniors, and seniors.

Requirements for Major

Requirements for the Germanic Studies major include the College of Arts and Humanities requirement of 45 upper-level credits completed.

The College foreign-language requirement will be automatically fulfilled in the process of taking language major courses.

German Language Option

CORE: 220, 301, 302, 321, and 322. Specialization: three of four German language courses (401, 403, 405, 419P); two 400-level German literature courses; two upper-level courses in any of the three areas of specialization.

German Literature Option

CORE: 220, 301, 302, 321, and 322. Specialization: five 400-level German literature courses; two upper-level courses in any of the three areas of specialization.

Germanic Area Studies Option

CORE: 220, 301, 302, 321, and 322. Modern Scandinavian Specialization: 369, 461; five upper-level courses in the Germanic area studies group. Medieval Scandinavian Specialization: 383, 475; five upper-level courses in the Germanic area studies group.

Also available is a German Business Option, an International Business-German Business Option, and an Engineering-German dual degree. Students should contact a departmental adviser for more information.

Students must take language-acquisition courses sequentially, i.e., 101, 102, 201, 202, etc. Once credit has been received in a higher-level language acquisition or grammar course, a lower-level course may not be taken for credit.

Honors in German

The department offers an extensive Honors Program for majors. The Honors Program affords Honors students sustained individual contact with faculty members. Honors Students are called on to work independently, to pursue a project that carries them beyond the regular undergraduate curriculum. Interested students should ask for detailed information from the department Honors Studies Director.

Citations

Citation in German Studies

15 credit hours. GERM 202 and 220 and/or 301. Two or three additional courses from approved list of courses. Courses taken through Study Abroad programs may be applied. Contact the Director of Undergraduate Studies for more information.

Citation in Business Management for German Majors (1103B)

15 credit hours. ECON 200 and four courses from approved list of BMGT courses. Contact Business, Culture and Language Program at (301) 405-2621 for more information.

Citation in Business German

15 credit hours. Five courses in German from approved list of courses. Contact Business, Culture and Language programs at (301) 405-2621 for more information.

Students who fulfill Citation requirements will receive a Citation on the official transcript.

Course Code: GERM

GOVERNMENT AND POLITICS (GVPT)

College of Behavioral and Social Sciences

3140 Tydings Hall, (301) 405-4156

<http://www.bsos.umd.edu/gvpt>

Professor and Chair: Wilkenfeld

Professors: Alford[†], Alperovitz, Butterworth[†], Davidson, Dawisha, Elkin, Franda, Glass, Gurr, Harrison (Emeritus), Hathorn (Emeritus), Heisler, Herrnson, Marando, McNelly (Emeritus), Oppenheimer[†], Phillips, Piper, Pirages, Plischke (Emeritus), Quester, Stone, Terchek, Tismaneanu, Uslander, Walters* (Afro-American Studies)

Associate Professors: Conca, Gimpel, Graber, Haufler, Kaminski, Lalman, McIntosh, Pearson, Soltan, Swistak, Telhami, Williams, Wilson* (Afro-American Studies)

Assistant Professors: Johnson* (Afro-American Studies), Matthes* (Women's Studies), Morris, Schreurs

Lecturer: Vietri

[†]Distinguished Scholar-Teacher

*Joint Appointment with unit indicated

The Department of Government and Politics offers programs for the general student as well as for students who are interested in careers in government, the public sector, politics, foreign assignments, teaching, a variety of graduate programs, and law schools. Satisfactory completion of requirements leads to a Bachelor of Arts degree in government and politics.

The study of politics is both an ancient discipline and a modern social science. The origin of the discipline can be traced back to the earliest times when philosophers, statesmen, and citizens studied the nature of government, justice, responsibility, and the consequences of political action. More recently, the study of politics has also emphasized scientific analysis and methods of observations about politics. Today, the discipline reflects a broad effort to collect data about politics and governments utilizing relatively new techniques developed by all of the social sciences.

The Department of Government and Politics combines philosophical and scientific concerns in its overall program as well as in specific courses. It emphasizes such broad areas as political development, policy analysis, social justice, political economy, conflict, and human rights. These broad conceptual areas are integral components of study in the discipline. The areas are commonly referred to as American government and politics; comparative government; political theory; international relations; public administration; public law; public policy and political behavior.

Majoring in Government and Politics and the Academic Review

All majors are subject to an academic performance review. To meet the provisions of the review, students must complete (1) GVPT 100, GVPT 170, and ECON 200 with a minimum of two B's and one C for the three courses and (2) a minimum cumulative GPA of 2.0.

Freshman Majors and the Academic Review

Entering freshmen can gain admission to the Department of Government and Politics upon admission to the University. Such students are to pass the academic performance review by the time they have attempted 45 credits at the University. Students who do not meet this standard will be required to select another major.

Transfer Students and Transfer Majors. New transfer students to the University as well as on-campus students changing majors to Government and Politics with *fewer than 56 credits* will be required to meet the academic performance review (as identified above) by the time they have attempted 30 hours after transferring to the department. Those with *56 credits or more* will have to meet the performance review by the time they have attempted 15 hours after transferring to the department.

Appeals. Students who anticipate that they will be or who actually are unsuccessful in passing their performance review on time may appeal to the Director of Undergraduate Studies for a postponement of the review. Such appeals for postponement or second review will require documentation of unusual, extenuating, or special circumstances. The student will be notified in writing of the appeal decision.

Requirements for Major

Government and Politics majors must complete 36 semester hours of GVPT courses with a minimum grade of C in each course. At least 18 of the 36 credits must be in upper-level courses and all majors are required to complete GVPT 100, GVPT 170, and GVPT 241.

In addition, all majors must complete ECON 200, an approved skills option (a foreign language or three quantitative courses from a select list), and a secondary area of concentration in another department or approved interdisciplinary area. All courses used to satisfy these requirements must be completed with a minimum grade of C.

Honors Program

All students majoring in government may apply for admission to the GVPT Honors Program. Additional information concerning the Honors Program may be obtained at the department offices.

Internships

The department offers students a variety of internship experiences. Only nine hours of graded GVPT internship credit will apply to the 36 hours needed in the major. Internship credit graded on a pass/fail basis may not be used to satisfy the GVPT major requirements. In no case may more than 12 internship credits be counted towards the 120 credits needed to graduate. Internships are generally open only to GVPT majors with junior standing and a 3.0 GPA.

Advising

Academic advising is available daily on a walk-in or appointment basis in the Undergraduate Advising Office, 3140K Tydings Hall.

Course Code: GVPT

HEALTH EDUCATION (HLTH)

College of Health and Human Performance

2387 Health and Human Performances Building, (301) 405-2463

Professor and Chair: Wilson

Assistant Chair: Hyde

Professors: Beck, Burt, Feldman, Gold, Greenberg, Leviton, Wilson

Associate Professors: Boekeloo, Desmond, Meiners, Sawyer

Assistant Professors: Crump, Howard, Spalding, Thompson

Instructors: Hyde, Schiraldi

Faculty Research Assistants: Deale, Gobrecht, Harvey, Lusby, Marowski, Powell, Rotz, Shattuck, Stewart, Torchia, Wilson-John

The Major

Students majoring in health education have two tracks to choose from at the undergraduate level. One option is Community Health Education, which prepares students for entry-level health education positions in community settings such as health associations, worksite health promotion programs, or other health agencies. The second option is School Health Education which prepares students for teaching health education in schools. Students are referred to the section on the College of Education in chapter 6 for information on teacher education application procedures.

Requirements for Major

Students must earn a grade of C or better in courses applied toward the major.

Health Education Major

The freshman and sophomore curricula for both the School Health Option and the Community Health Option are the same:

	Semester Credit Hours
Freshman Year	
CORE Requirement	6
ENGL 101—Introduction to Writing	3
MATH 110 OR MATH 102 AND 103 AND 105 OR 115: Mathematics	3
HLTH 140—Personal and Community Health	3

CHEM 121—Chemistry in Modern Life	3
BSCI 105—Principles of Biology I	4
HLTH 371—Communicating Health and Safety	3
PSYC 100—Introduction to Psychology	3
SOCY 100—Introduction to Sociology	3
HLTH 150—First Aid and Emergency Medical Services	2

Sophomore Year

HLTH 230—Introduction to Health Behavior	6
PHIL 140—Contemporary Moral Issues	3
BSCI 201, 202—Human Anatomy and Physiology I and II	4,4
Required Health Electives	6
PSYC 221—Social Psychology	3
HLTH 105—Science and Theory of Health	2
CORE Requirement	9

School Health

Junior Year

ENGL 391 or 393—Advanced Composition or Technical Writing	3
HLTH 420—Methods and Materials in Health Education	3
EDHD 413—Adolescent Development	3
EDHD 420—Cognitive Development and Learning	3
EDCI 390—Principles and Methods of Secondary Education	3
Required Health Elective	3
EDHD 340—Human Development Aspects of the Helping Relationship	3
EDMS 410—Principles of Testing and Evaluation	3
EDCP 417—Group Dynamics and Leadership	3
CORE Requirement	3

Senior Year

HLTH 340—Curriculum, Instruction and Observation	3
Required Health Electives	6
EDPA 301—Foundations of Education	3
EDCI 491—Student Teaching in Secondary Schools Health	12
CORE Requirement	6

Community Health

Junior Year

ENGL 391 or 393—Advanced Composition or Technical Writing	3
BSCI 122—Basic Microbiology	4
EDHD 340—Human Development Aspects of the Helping Relationship	3
EDMS 451—Introduction to Educational Statistics	3
HLTH 420—Methods and Materials in Health Education	3
HLTH 391—Introduction to Community Health	3
HLTH 437—Consumer Behavior	3
HLTH 430—Health Education in the Workplace	3
EDCP 417—Group Dynamics and Leadership	3
CORE Requirement	3

Senior Year

Required Health Electives	9
HLTH 490—Principles of Community Health	3
FMCD 483—Family and Community Service Systems	3
HLTH 491—Community Health Internship	12

Advising

Advising is mandatory. Undergraduate Health Education Adviser: David H. Hyde, 2387 HLHP Building, (301) 405-2523 or (301) 405-2463.

Student Honors Organization

Eta Sigma Gamma. The Epsilon chapter was established at the University of Maryland in May 1969. This professional honorary organization for health educators was established to promote scholarship and community service for health majors at both the graduate and undergraduate levels. Students may apply after two consecutive semesters with a 2.75 cumulative grade point average.

Course Code: HLTH

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HEARING AND SPEECH SCIENCES (HESP)

College of Behavioral and Social Sciences

0100 Lefrak Hall, (301) 405-4214
E-mail: <http://www.bsos.umd.edu/hesp/>

Associate Professor and Chair: Ratner
Professors: Gordon-Salant, McCall, Yeni-Komshian
Associate Professors: Ratner, Roth, Zeng
Assistant Professor: Haarmann
Instructors: Banson, Battles, Dow, McCabe, Palmer, Perloth, Sisskin,
Willig, Worthington
Lecturer: Silverman

The Major

Hearing and speech sciences is an inherently interdisciplinary field, integrating knowledge from the physical and biological sciences, medicine, psychology, linguistics, and education in order to understand human communication and its disorders. The department curriculum leads to the Bachelor of Arts degree. An undergraduate major in this field is an appropriate background for graduate training in Speech-Language Pathology or Audiology, as well as for graduate work in other disciplines requiring a knowledge of normal or disordered speech, language, or hearing. The student who wishes to work professionally as a speech-language pathologist or audiologist **must obtain the M.A. degree** in order to meet national certification requirements, and most state licensure laws.

The hearing and speech sciences curriculum is designed in part to provide supporting course work for majors in related fields, so most course offerings are available to both departmental majors and non-majors. Permission of instructor may be obtained for waiver of course prerequisites for non-majors wishing to take hearing and speech courses of interest.

Requirements for Major

Changes in requirements are under review.

A student majoring in hearing and speech sciences must complete 30 semester hours of required courses (HESP 202, HESP 300, HESP 305, HESP 311, HESP 400, HESP 402, HESP 403, HESP 404, or HESP 406, HESP 407 and HESP 411) and six semester hours of electives in the department to satisfy major course requirements. No course with a grade less than C may count toward major course requirements. In addition to the 36 semester hours needed for a major, 12 semester hours of supporting courses in statistics and other related fields are required. For these 12 hours, a C average is required.

A guide to the major is available through the department office in room 0100, Lefrak or on the departmental website at <http://www.bsos.umd.edu/hesp/>

Significant revisions to the undergraduate major in HESP were being reviewed by the campus at the time this catalog was published. Students are strongly advised to consult the department or the departmental website for the most current information regarding undergraduate major requirements and procedures.

Required courses for the HESP major:

HESP 202—Introduction to Hearing and Speech Sciences	3
HESP 300—Introduction to Psycholinguistics	3
HESP 305—Anatomy and Physiology of the Speech Mechanism	3
HESP 311—Anatomy, Physiology, and Pathology of the Auditory System ..	3
HESP 400—Speech and Language Development in Children	3
HESP 402—Speech Pathology I: Language Disorders in Children	3
HESP 403—Introduction to Phonetic Science	3
HESP 404—Speech Pathology II: Voice and Fluency Disorders	3
OR	
HESP 406—Speech Pathology III: Aphasia and neuromotor disorders	3
HESP 407—Bases of Hearing Science	3
HESP 411—Introduction to Audiology	3

Electives—Students must take six credits from the following offerings:

HESP 109—Freshman seminar	3
HESP 386—Experiential Learning	3
HESP 417—Principles and Methods in Speech Language Pathology and Audiology	3
HESP 418—Clinical Practice in Speech Language Pathology and Audiology	3
HESP 420—Deafness and sign language	3

HESP 422—Neurological bases of human communication	3
HESP 423—Phonetics for teachers of English as a second language	3
HESP 469—Honors thesis research	6
HESP 498—Seminar in Hearing and Speech Sciences	3
HESP 499—Independent Study	3

Allied/Related Fields (12 credits):

In addition to a required statistics course, the student will take nine credits from course offerings in Allied/Related Fields. A full list of these offerings is available in the Hearing and Speech Sciences Department undergraduate guide.

Departmental Honors

An Honors option in HESP is available to students. This option must be declared prior to the junior year, and requires a 3.5 or higher GPA overall and in HESP coursework. For specific information on procedures for completing the Honors option, consult the Undergraduate Director or the department guide.

Advising

Information on advising for hearing and speech sciences may be obtained by calling the department office, (301) 405-4214. An undergraduate program guide is available through the department office at 0100 Lefrak, or on the web at <http://www.bsos.umd.edu/hesp/>

Special Opportunities

The Department operates a sizeable Hearing and Speech Clinic (301-405-4218) and award-winning language enrichment preschool, the LEAP program. Both serve the campus and greater metropolitan area, and provide in-house opportunities for clinical observation and training. The department facilities also include a number of well-equipped speech, language and hearing research laboratories.

Student Organizations

Hearing and speech majors are invited to join the departmental branch of the National Student Speech-Language and Hearing Association (NSSLHA).

Course Code: HESP

HISTORY (HIST)

College of Arts and Humanities

2115 Francis Scott Key Hall, (301) 405-4265
<http://www.inform.umd.edu/ARHU/Depts/History/>

Professor and Chair: Lampe
Professors: Bedos-Rezak, Belz, Berlin^{††}, Brush^{††}, Callcott[†] (Emeritus), Cockburn (Emeritus), Cole[†] (Emeritus), Eckstein, Evans (Emeritus), Foust (Emeritus), Friedel, Gilbert^{††}, Gordon (Emeritus), Gullickson, Harlan^{††} (Emeritus), Harris, Henretta[†], Holum, Jashemski[†] (Emerita), Kent (Emeritus), A. Olson[†], K. Olson, Price, Smith (Emeritus), Sutherland, Warren (Emeritus), Wright (Emeritus), Yaney (Emeritus), Zhang
Associate Professors: Barkley Brown, Cooperman, David-Fox, Flack, Gerstle, Grimsted, Landau, Lapin, Majeska, Mayo, Moss, Muncy, Ridgway, Rowland, Rozenblit, Sumida, Zilfi
Assistant Professors: Bradbury, Brooks, Gao, Lyons, Miller, Palmie, Sicilia, Wetzell, Williams
Adjunct: Carr, Papenfuse
Affiliate: Moses, Struna
[†] Distinguished Scholar-Teacher
^{††} Distinguished University Professor

The Department of History seeks to broaden the student's cultural background through the study of history and to provide preparation for those interested in law, publishing, teaching, journalism, civil service, military, museum work, archival and library work, diplomacy, business school, and graduate study.

An undergraduate adviser assists each major in planning a curriculum to meet his or her personal interests. We encourage students to meet with an adviser, both in the department and in the College of Arts and Humanities, once every semester.

The department sponsors a History Undergraduate Association which majors and other interested students are encouraged to join. It also sponsors Phi Alpha Theta, study-abroad programs, and experiential learning (internships).

Requirements for Major

Requirements for the History major are 39 hours of history course work distributed as follows: 12 hours in 100-200 level introductory courses selected from at least two general geographical fields of history; 15 hours, including HIST 309, in one major area of concentration (see below); 12 hours of history in at least two major areas other than the area of concentration. All courses for the major must be completed with a minimum grade of C, and 21 hours of the 39 total hours must be at the junior-senior (300-400) level.

At least one course (three credits), must be taken from an approved list of courses on regions outside both Europe and the U.S. The list may be obtained from the History Undergraduate Adviser's Office.

I. Introductory Courses

1. The requirement is 12 hours at the 100-200 level taken in at least two geographical fields.
2. In considering courses that will fulfill this requirement, students are encouraged to:
 - a. select at least two courses in a sequence
 - b. select at least one course before 1500 and one course after 1500.
 - c. sample both regional and topical course offerings. Students will normally take one or more introductory courses within their major area of concentration.

II. Major Area of Concentration

1. The requirement is 15 hours, including HIST 309, in a major area of concentration.
2. Students may choose an area of concentration that is either geographic, chronological, or thematic. Areas include:
 - a. Geographic regions: Latin America, Middle East, Britain and Western Europe, the United States, East Asia, Africa, Eastern Europe and Russia;
 - b. Chronological periods: ancient, medieval, early modern, and modern
 - c. Themes: science and technology, social and cultural, women and gender, African-American, Jewish, military, religious, business, and economic.
3. The proseminar, HIST 309, should normally be taken in the major area of concentration in the senior year *after* completing two or three upper-level courses in the area of concentration.

III. 12 Hours of History in at Least Two Areas Outside the Area of Concentration

1. Students are encouraged to select mainly upper-level courses.
2. Students are encouraged to consider regional diversity.

IV. Supporting Courses Outside History Nine credits at the 300-400 level in appropriate supporting courses; the courses do not all have to be in the same department. Supporting courses should study some aspect of culture and society as taught by other disciplines. A minimum grade of C is required.

A.P. and I.B. credits are accepted.

Honors

The purpose of the Honors Program in History is to allow promising undergraduates to develop historical and historiographical skills, in an atmosphere that guarantees personal attention and encourages hard work and excellence. The program is a four-semester, 12-credit sequence that culminates in a senior thesis, a major research paper written under the close supervision of a faculty mentor. The program has two phases. In the junior year, students are introduced to the problems of history and writing at a sophisticated level via two seminars on problems in historiography. In the senior year, students take two supervised courses in the writing of the thesis. The minimum GPA for admission to the History Honors Program is 3.3.

Course Code: HIST

HORTICULTURE

The Horticulture and Agronomy programs have been reorganized into a single major, Natural Resource Sciences (NRSC). See Natural Resource Sciences elsewhere in this chapter. (Note: Courses are offered under both HORT and NRSC codes.)

HUMAN DEVELOPMENT (Institute for Child Study) (EDHD)

College of Education

3304 Benjamin Building, (301) 405-2827

Professor and Chair: Porges

Professors: Alexander, Eliot, Fein, Fox, Guthrie, Hardy, Rubin, Seefeldt[†], Torney-Purta

Associate Professors: Bennett, Byrnes, Flatter, Gardner, Killen, Klein, Marcus, Nettles, Robertson-Tchabo, Wentzel, Wigfield

Assistant Professors: Green, Jones, Metsala, Smith

Emeriti: Bowie, Dittman[†], Goering, Hatfield, Huebner, Morgan[†], Tyler

[†]Distinguished Scholar-Teacher

The Department of Human Development offers: (1) a major in Early Childhood Education; (2) undergraduate courses in human development at the 200-, 300-, and 400-levels; (3) graduate programs leading to the M.A., M.Ed., Ed.D., and Ph.D. degrees and the A.G.S. certificate; and (4) field experiences and internships to develop competence in applying theory to practice in schools and other settings. Concentrations in human development include infancy, early childhood, adolescence, adulthood, and aging. A specialization in educational psychology is available at the doctoral level. Research in educational psychology, social, physiological, personality and cognitive areas with emphasis on the social aspects of development enhance the instructional program.

Undergraduate courses and workshops are designed for pre-service and in-service teachers as well as for students preparing to enter human services vocations. Undergraduate students may elect human development courses in such areas as (1) infancy, (2) early childhood, (3) adolescence, (4) aging, and (5) educational psychology. Major purposes of undergraduate offerings in human development are (1) preparing people for vocations and programs which seek to improve the quality of human life, and (2) providing experiences which facilitate the personal growth of the individual.

Through the Institute for Child Study, the faculty provides consultant services and staff development programs for pre-school programs, parent groups, court systems, mental health agencies, and other organizations involved with helping relationships. Undergraduates may participate in these programs through course work and internships. If interested, contact the department/Institute.

Early Childhood Education

Graduates of the Early Childhood Education program receive a Bachelor of Science degree and meet the requirements for teaching preschool, kindergarten, and primary grades.

Requirements for Major Including Program Options

All Teacher Education Programs have designated pre-professional courses and a specified sequence of professional courses. Before students may enroll in courses identified as part of the professional sequence, they must first gain admission to the College of Education's Teacher Education Program.

Admission

Application for admission to the Teacher Education Professional Program must be made early in the semester prior to beginning professional courses. Admission procedures and criteria are explained in "Entrance Requirements" in the College of Education entry in chapter 6.

Advising

Advising is mandatory for all students desiring acceptance into the Teacher Education Program. Students will receive advising through advising workshops which will be held during the pre-registration period. Information

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regarding advising workshop schedules will be available each semester with pre-registration materials. Walk-in advising hours are also posted each semester. Check in the department office, Room 3304 Benjamin.

Honors and Awards

Early Childhood Education majors are eligible for the Ordwein Scholarship. Information is available in the Dean's office, Room 3119 Benjamin.

Required Courses

The following courses are required in the program of studies for Early Childhood and may also satisfy the University's general education requirements (CORE and USP). See departmental worksheets and advisers and the Schedule of Classes.

PSYC 100	3
*Social Science or History Courses: ANTH, GEOG, GVPT, ECON, SOCY	6
HIST 156	3
Biological Science with Lab: BIOL, BOTN, MICRO	4
Physical Science/Lab: ASTR, CHEM, GEOL, PHYS	4

Other Pre-Professional Requirements

COMM (100, 125, or HESP 202 recommended)	3
MATH 210, 211	4
MUSC 155	3
Creative Arts: One of the following: KNES 181, 183, 421; THET 120, 311, ARTT 100	3
Education Electives: One of the following: FMST 332; SOCY 343; NFSC 100, EDCI 416	3
EDCI 280—School Service Semester	3
EDCI 443A—Literature for Children and Youth	3

Professional Courses

The Early Childhood Professional Block I starts only in the Fall Semester and is a prerequisite to Professional Block II. All pre-professional requirements must be completed with a minimum grade of C before beginning the Early Childhood Professional Blocks. All pre-professional and professional courses must be completed with a minimum grade of C prior to student teaching. EDPA 301, Foundations of Education (3), is normally completed after Professional Block II. See adviser for program planning.

Professional Block I:

EDHD 313—Creative Activities and Materials for the Young Child	3
EDCI 314—Teaching Language, Reading, Drama and Literature	3
EDHD 312—Professional Development Seminar	3
EDHD 416—Special Topics	3
EDHD 419A—Human Development and Learning in School Settings	3

Professional Block II:

EDCI 315—The Young Child in the Social Environment	3
EDCI 316—The Teaching of Reading: Early Childhood	3
EDCI 374—The Teaching of Science: Early Childhood	3
EDCI 351—The Teaching of Mathematics: Early Childhood	3
EDHD 419B—Human Development and Learning in School Settings	3

Professional Block III:

EDHD 421—Student Teaching: Preschool	4
EDHD 422—Student Teaching: Kindergarten	4
EDHD 423—Student Teaching: Primary	8

Course Code: EDHD

HUMAN NUTRITION AND FOOD SYSTEMS

For information, consult the Nutrition and Food Science entry elsewhere in this chapter.

HUMAN RESOURCE MANAGEMENT

For information, consult the Robert H. Smith School of Business entry in chapter 6.

JEWISH STUDIES PROGRAM (JWST)

College of Arts and Humanities

0113 Woods Hall, (301) 405-4975

Director: Marsha Rozenblit

Professors: Beck, Berlin, Handelman

Associate Professors: Cooperman, Lapin, Manekin, Rozenblit

Assistant Professor: Fradkin

Instructors: Levy, Liberman

The Major

The Jewish Studies major provides undergraduates with a framework for organized and interdisciplinary study of the history, philosophy, and literature of the Jews from antiquity to the present. Jewish Studies draws on a vast literature in a number of languages, especially Hebrew and Aramaic, and includes the Bible, the Talmud, and medieval and modern Hebrew literature. Yiddish language and literature comprise an important sub-field.

Departmental advising is mandatory for second-semester sophomores and seniors.

Requirements for Major

Requirements for the Jewish Studies major include the College of Arts and Humanities requirement of 45 upper-level credits completed. The College foreign-language requirement will be automatically fulfilled in the process of taking Hebrew language courses. The undergraduate major requires 48 semester hours (27 hours minimum at 300-400 level) in Jewish Studies. These courses may include courses offered by Jewish Studies or cross-listed by Jewish Studies with the Departments of Asian and East European Languages and Literatures, History, Philosophy, English, Women's Studies, and Comparative Literature.

A minimum grade of C is required in all courses offered toward major requirements. A major in Jewish Studies will normally conform to the following curriculum:

1. Prerequisite: HEBR 111, 112, 211, 212 (or placement exam)
2. Required courses: HEBR 313, 314; JWST 234, 235, and 309; one course in classical Jewish literature (200-level); one upper-level course in Hebrew literature in which the text and/or language of instruction are in Hebrew. (21 credit hours)
3. Electives: 15 credits in Jewish Studies courses. At least nine credits must be at the 300-400 level.
4. Twelve credits of supporting courses in areas outside Jewish Studies such as history, sociology, philosophy, psychology, or literature, including at least six credits at the 300-400 level, to be selected with the approval of a faculty adviser.

Citation in Jewish Studies

Requirements: 15 credits in Jewish Studies, at least 9 of which must be at the upper level. Students must take 1 course each in Jewish history, literature, and thought, and 2 other courses in Jewish Studies. No more than 3 credits of lower level language can count toward the Citation. No more than 6 credits may be taken at an institution other than UMCP. Students must earn at least a "C" in each course.

Financial Assistance

The Meyerhoff Center for Jewish Studies, (301) 405-4975, offers scholarships for study in Israel. Applications for scholarships are accepted in early March.

See entries for Department of Asian and East European Languages and Cultures and East Asian Studies certificate elsewhere in this chapter. Students may also pursue a Jewish History concentration through the Department of History.

Course Code: JWST

JOURNALISM (JOUR)

For information, consult the College of Journalism entry in chapter 6.

KINESIOLOGY (KNES)

College of Health and Human Performance

2351 HLHP Building, (301)405-2450

Professor and Chair: Franks

Associate Chair: Phillips

Professors: Clark, Dotson, Ennis, Franks, Hagberg, Hurley, Iso-Ahola,

Associate Professors: Hatfield, Jeka, Phillips, Rogers, Wrenn

Assistant Professors: Brown, Chen, Contreras-Vidal, Mason, McDaniel, VanderVelden

Instructors: Brown, Lindle, Scott

Emeriti: Clarke, Eyler, Hult, Humphrey, Husman

The Major

The Department of Kinesiology offers two undergraduate degree programs to satisfy different needs of students. Students may choose to major in Physical Education or in Kinesiological Sciences. Brief descriptions of each program follow. Students should obtain a current Student Handbook for the degree program of interest (available in HHP 2351 and 2301). The Student Handbook details important course sequences, suggested courses for each year, and applicable policies. Both programs require a grade of C or better in all required coursework. Departmental contacts are Dr. Catherine Ennis for Physical Education (301-405-2478, ce22@uimail.umd.edu) and Dr. Marvin Scott (301-405-2480, ms24@uimail.umd.edu) or Mr. Wally Bixby at the Student Services Center (301-405-2472, HHP 2301) for Kinesiological Sciences.

In addition to University general education (CORE) classes, the following KNES CORE classes are required for all majors (both degree programs):

- KNES 287 Sport and American Society
- KNES 293 History of Sport in America
- KNES 300 Biomechanics of Human Motion
- KNES 350 Psychology of Sport
- KNES 360 Exercise Physiology
- KNES 370 Motor Development
- KNES 385 Motor Control and Learning

Physical Education Major

The Physical Education degree program is designed to lead to K-12 teacher certification in Maryland. Maryland teaching certificates are reciprocal with most other states. While this program is designed to provide preparation for individuals in public school settings, it also provides an excellent preparation for those wishing to pursue other professional opportunities in sport, exercise, or physical activity. Also, due to the strong scientific foundation of the degree program, an appropriate background is established for future graduate work for those who desire to continue their studies in any area involving human movement and sport. Many courses require proper sequencing and prerequisites. Not all courses are offered every semester. All interested students are urged to schedule an advising appointment with the program coordinator before declaring this major. Changes in requirements are under review. Students should consult the department for updated information.

Physical Education Degree Requirements

	Credits
Freshman Year:	
BSCI 105 - Principles of Biology	4
KNES 180 - Foundations of Physical Education	2
KNES 182 - Rhythmic Activities	2
KNES 183 - Movement Content for ES Children	3
KNES 200 - Gymnastics Skills Lab	2
KNES 202/210 - Badminton/Field games Skills Lab	2
KNES 204 - Basketball/T&F Skills Lab	2
KNES 217/221 - Volleyball/Tennis Skills Lab	2
KNES 223 - Wt Train/Aerobic Skills Lab	2
Sophomore Year	
BSCI 201, 202 Anatomy and Physiology I	8
KNES 314 Methods in PE	3
KNES 287, 293, 370	9

Junior Year

KNES 371 ESPE: A Movement Approach	3
KNES 333 Physical Activity for Handicapped	3
KNES 282 Basic Care and Prevention of Athletic Injuries	3
EDHD 300S Human Dev & Learning OR	6
EDHD 413 Adoles. Dev AND	
EDHD 420 Cognitive Dev and Learning	
KNES 300, 350, 360, 385	13

Senior Year

KNES 390 Practicum in Teaching PE	3
KNES 491 Curriculum in PE	3
KNES 480 Measurement in PE	3
EDCI 390 Prin & Methods of Sec Ed	3
EDPA 301 Foundations of Education	3
EDCI 485 Student Teaching in Elem PE	6
EDCI 495 Student Teaching in Sec PE	6

Minimum total semester hours for program = 126 credits, including the CORE (general education) Program

Admission to Teaching: Admission to the College of Education is required upon completion of 45 applicable credits. Students must pass the Praxis I exam and have a 2.5 GPA after 45 credits to gain admission. Additional information is available from the College of Education.

Kinesiological Sciences Major

This curriculum offers students the opportunity to study the body of knowledge of human movement and sport, and to develop specific programs of study which allow them to pursue a particular goal related to the discipline. There is no intent to orient all students toward a particular specialized interest or orientation. However, many currently enrolled students are pursuing careers in medically-related fields (i.e., physical therapy, physician, chiropractor) and in the fitness industry (i.e., corporate fitness, personal training, fitness club management) as well in the applied social sciences. The program provides a hierarchical approach to the study of human movement. First, a broad core of knowledge is recognized as being necessary for all students in the curriculum. These core courses are considered foundational to advanced and more specific courses. Secondly, at the "Options" level, students select from approved upper level KNES courses which they believe will provide the knowledge to pursue whatever goal they set for themselves in the future. To further strengthen specific areas of interest, students should carefully select electives.

Kinesiological Sciences Degree Requirements

University Core	40
(Includes BSCI 105, BSCI 201)	
KNES Core (287, 293, 300, 350, 360, 370, 385)	22
Other required courses	10
(BSCI 202, KNES 497, statistics)	
KNES Option classes	12
(see Bulletin Board in Department or Handbook)	
Physical Activity Courses (see Handbook)	8
Electives	28

Minimum total semester hours for program = 120 credits, including the CORE (general education) Program

Advising

Advising is strongly recommended for all students majoring in Kinesiological Sciences, although it is not mandatory. Advisors are available in the College Student Services Center (HHP 2301) to assist with registration procedures, program updates, answer questions, provide career guidance and referrals. Students are advised to closely follow the program sheets which outline the order in which courses should be taken to allow proper and timely progression through the degree programs. Advising is required for all Physical Education majors. Advisors are assigned to each student, and the list is posted on the Bulletin Board across from HHP 2338.

Honors

The Honors program provides junior and senior students with opportunities to engage in extended study, research and discussions with faculty. The program requires 18 credits of Honors courses and a thesis, which will be defended before a faculty committee. Applicants must have a 3.5 overall GPA on a minimum of 45 credits and a 3.5 GPA on at least nine credits

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from the Kinesiology CORE. The faculty Honors Committee also will consider leadership, motivation and maturity for admission consideration. Qualified students typically apply in the Spring semester of the Sophomore year. To remain in the program after admitted, students must maintain a 3.5 GPA. Students may graduate with high honors by completing a thesis, rated as outstanding and earning a cumulative GPA of 3.7

Course Code: KNES

LANDSCAPE ARCHITECTURE (LARC)

College of Agriculture and Natural Resources

2146 Plant Sciences Building 301-405-4350
mh160@umail.umd.edu, md35@umail.umd.edu
<http://www.larc.umd.edu/>

Professor and Chair: R. Weismiller
Associate Professor and Coordinator: M. Hill
Associate Professor: J.B. Sullivan
Assistant Professors: D. Myers
Adjunct Assistant Professor: D. Locke, J. Myers
Instructor: D. Nola

The Major

The Department of Natural Resource Sciences and Landscape Architecture offers three undergraduate majors. Two lead to the bachelor of science (B.S.) degree; one in Natural Resource Sciences and the other in General Agriculture Sciences. The third major leads to a bachelor of landscape architecture (B.L.A.) degree. For additional information on General Agriculture Sciences and Natural Resource Sciences, see the entry for those programs elsewhere in this chapter.

The landscape architecture curriculum is a four-year professional program. The program is primarily a site-based design discipline that also deals with regional and larger-scale environmental issues. The curriculum, a studio-based design program, integrates natural and social factor analysis into the design process. Digital design studios allow the integration of computer-aided design with fundamental design and drawing skills.

Admission

Landscape architecture is a limited-enrollment program (LEP). See Chapter 1 of this Catalog for general limited-enrollment program admission policies. For further information contact the College of Agriculture and Natural Resources at 301-314-8375.

Freshman admission - Most entering freshmen who have a GPA of 2.70 and a SAT score of 1100 will gain admission to the landscape architecture program directly from high school, as space permits. Early application is encouraged to ensure the best possible chance for admission.

Transfer admission - Admission of transfer students is limited by space considerations: Transfer students must meet the following minimum requirements: GPA = 2.70 with grades of C or better in LARC 160, MATH 115, and an acceptable 4 credit plant sciences course with a laboratory (HORT 100, NRSC 201, HORT 202, AGRO 101, BSCI 105, BSCI 106, BSCI 225). Students presenting an acceptable portfolio evaluated by the landscape architecture faculty may be exempted from one or both of the first year studios.

45 credit review - All students will be subjected to a performance review after they have completed 45 credits hours. To meet the provisions of the review, students must complete: (1) CORE Fundamental Studies; (2) 3 courses in CORE Distributive Studies; (3) LARC 160, 140, 141, 240, 220, MATH 115, HORT 253, and an acceptable 4 credit plant sciences course with a laboratory (HORT 100, NRSC 201, HORT 202, AGRO 101, BSCI 105, BSCI 106, BSCI 225) with minimum grades of C. Students who do not meet these requirements will not be allowed to continue in the landscape architecture LEP and will be required to accept another major.

Appeals - Students who are unsuccessful in gaining admission to the landscape architecture LEP and believe they have extenuating or special circumstances which should be considered, may appeal in writing to the Office of Undergraduate Admissions. The student will be notified in writing of the appeal decision. Students in the landscape architecture LEP who do not pass the 45 credit review but believe they have special circumstances which should be considered should appeal directly to the Coordinator of the Landscape Architecture program.

Curriculum in Landscape Architecture

Landscape Architecture Degree (B.L.A.)

Semester
Credit Hours

GEOG 340 Geomorphology or	3
GEOG 372 Remote Sensing	4
HORT 100 Introduction to Horticulture	3
HORT 253 Woody Plant Materials I.	3
HORT 254 Woody Plant Materials II	3
MATH 115 Precalculus	3
LARC 140 Graphic Fundamentals	3
LARC 141 Design Fundamentals	3
LARC 160 Introduction to Landscape Architecture	2
LARC 220 Land Surveying	3
LARC 240 Graphic Communications	3
LARC 241 Electronic Studio	3
LARC 263 History of Landscape Architecture	3
LARC 265 Site Analysis and Design	3
LARC 320 Principles of Site Engineering	3
LARC 321 Landscape Structures & Materials	4
LARC 340 Site Design Studio	4
LARC 341 Community Design Studio	3
LARC 420 Professional Practice	4
LARC 440 Urban Design Studio	3
LARC 450 Environmental Resources or	3
LARC 451 Sustainable Communities	3
LARC 470 Landscape Architecture Seminar	4
LARC 471 Capstone Studio	4
NRSC 200 Fundamentals of Soil Science	74
Total Major Requirements	27
Additional CORE Program requirements	19
Electives	120
Total	

Internship Opportunities

Internships are available at nearby federal, state and county agencies as well as in private landscape architecture practices.

Student Organizations

The Landscape Architecture Student Association provides students with opportunities to get involved with on-campus activities. The club is chartered by the American Society of Landscape Architects.

Scholarships

Several scholarships and awards are available to Landscape Architecture students. Contact the Associate Dean's office at (301) 405-2078 for additional information.

Course Code: LARC

LINGUISTICS (LING)

College of Arts and Humanities
1401 Marie Mount Hall, (301) 405-7002

Professor and Chair: Crain
Professors: Hornstein, Lightfoot
Associate Professors: Lombardi, Uriagereka, Weinberg
Assistant Professors: Benua, Poeppel, Resnik, Thornton
Affiliate: Berndt, Brent, Burzio, Gasarch, Smolensky, Zanuttini, Zsiga

The Major

The Linguistics Department offers courses on many aspects of language study and an interdisciplinary major leading to a Bachelor of Arts. Language is basic to many human activities and linguistics relates to many other disciplines which include work on language.

Work on language has provided one of the main research probes in philosophy and psychology for most of the 20th century. It has taken on a new momentum in the last 30 years and language research has proven to

be a fruitful means to cast light on the nature of the human mind and on general cognitive capacity. Several courses focus on a research program which takes as a central question: How do children master their native language? Children hear many styles of speech, variable pronunciations, and incomplete expressions, but, despite this flux of experience, they come to speak and understand speech effortlessly, instantaneously, and subconsciously. Research aims to discover how this happens, how a person's linguistic capacity is represented in the mind, and what the genetic basis for it is. Students learn how various kinds of data can be brought to bear on their central question and how that question influences the shape of technical analyses.

The major in Linguistics is designed for students who are primarily interested in human language *per se*, or in describing particular languages in a systematic and psychologically plausible way, or in using language as a tool to reveal some aspect of human mental capacities. Such a major provides useful preparation for professional programs in foreign languages, language teaching, communication, psychology, speech pathology, and artificial intelligence (and thus in computer work).

Departmental advising is mandatory for second-semester sophomores and seniors.

Requirements for Major

The major in Linguistics is 42 credits. The major consists of a "Core" of 18 credits plus 24 additional credits required for one of two tracks, "Linguistic Theory and a Language" or "Grammars and Cognition".

The double major is 27 credits - the core of 18 credits plus 3 upper level electives (9 credits). The double degree requires all 42 credits needed for the major.

(All linguistics courses are 3 credits each)

The Core (18 credits)

LING 200—Introductory Linguistics
LING 240—Language and Mind
LING 311—Syntax I (Fall only)
LING 312—Syntax II (Spring only)
LING 321—Phonology I (Fall only)
LING 322—Phonology II (Spring only)

Grammar and Cognition Tracks

PHIL 170 or 173 or 271
PHIL 360—Philosophy of Language
PSYC 100—Introduction to Psychology
PSYC 341—Introduction to Memory and Cognition
Two 300/400 level LING electives
Two electives from LING, PSYC, HESP, PHIL, or CMSC, chosen in consultation with the advisor.

Linguistic Theory and a Language Track

Six courses of study (or 18 credits total) in one language; one of these courses should be in the history or structure of the language, if offered.
Two 300/400 level LING electives.

When possible, the language of specialization should be the same as the one used to satisfy the College of Arts and Humanities' foreign language requirement. The specialization normally includes those courses that make up the designated requirement for a major in the chosen language. Special provision may be made for students who are native speakers of a language other than English and wish to conduct analytical work on the grammar of that language. A student may also study grammatical theory and English; the 18-hour concentration in English consists of courses in the history and structure of English to be selected in consultation with the student's Linguistics adviser.

For a double major, students need 27 credits in Linguistics, which normally include the LING courses for one of the two specializations.

Citation in Linguistics

15 credit hours. LING 200, 240, 321, 311 and one course from approved list of courses. Students who fulfill Citation requirements will receive a Citation on the official transcript. Please contact the Director of Undergraduate Studies for more information.

Course Code: LING

MANAGEMENT AND ORGANIZATION

For information, consult the Robert H. Smith School of Business entry in chapter 6.

MANAGEMENT SCIENCE AND STATISTICS

For information, consult the Robert H. Smith School of Business entry in chapter 6.

MARKETING

For information, consult the Robert H. Smith School of Business entry in chapter 6.

MATERIALS AND NUCLEAR ENGINEERING (ENMA, ENNU)

A. James Clark School of Engineering Materials Science and Engineering (ENMA)

2135 Chemical and Nuclear Engineering Building, (301) 405-5208
<http://www.mne.umd.edu>

Chair: Christou

Professors: Armstrong* (Emeritus), Arsenault, Christou, Dieter* (emeritus), Orhlein, Roytburd, Rubloff, Smith (emeritus), Wuttig, Yeh

Associate Professors: Ankem, Briber (associate chair), Lloyd, Martinez-Miranda, Ramesh, Salamanca-Riba

Assistant Professors: Kidder, Kofinas, Takeuchi, Wilson

Adjunct: Lawn

*Member of Mechanical Engineering Department

The Program

The development, production and use of novel materials has become a major issue in all fields of engineering. Materials which are strong and light at the same time are needed for space structures; faster electro-optical switching materials will result in improved mass communications; and stronger high temperature plastics would improve the efficiency of transportation systems. The mission of the materials science and engineering program is to provide the student with an interdisciplinary science-based education to understand the structure and resulting properties of metallic, ceramic, polymeric, and electronic materials. Students will gain the ability to solve problems in the design, processing and use of advanced materials. Students will have the opportunity to work with faculty, and industry on complex problems through projects, internships, and research and co-op experiences. A wide variety of careers are open to graduates of this program ranging from production and quality control in the traditional materials industries to the molecular construction of electronic materials in ultra-clean environments, and to the applications of materials in electronic packages. The application of materials to solve environmental, energy, and reliability problems are also career options.

Students may major in the Bachelor of Science in Materials Science and Engineering Program or may use Materials Engineering as a field of concentration in the Bachelor of Science Engineering Program.

There is no program leading to a B.S. in Nuclear Engineering. Students may use Nuclear Engineering as a field of concentration in the Bachelor of Science in Engineering Program.

Requirements for Major

Requirements for the Materials Science and Engineering major include thorough preparation in mathematics, chemistry, physics, and engineering science as well as the required University general education (CORE) requirements. All students will be required to select an area of specialization, an upper-class science elective, and two technical electives. A minimum of 123 credits is required for a bachelor's degree. A sample program follows:

126 Materials and Nuclear Engineering

	Semester	
	I	II
Freshman Year		
CORE Program Requirements		6
ENES 100—Introduction to Engineering Design	3	
ENMA 181*, Introduction to Engineered Materials, Seminar	1	
CHEM 133—General Chemistry for Engineers	4	
MATH 140—Calculus I	4	
MATH 141—Calculus II		4
ENGL 101—Introduction to Writing	3	
ENES 102—Statics	3	
PHYS 161—General Physics I	3	
Total	14 (15)	16

*Recommended, but not required.

Sophomore Year		
Core Program Requirements	3	3
MATH 241—Calculus III	4	
MATH 246—Differential Equations for Scientists and Engr	3	
PHYS 262-263—General Physics	4	4
ENES 230—Introduction to Materials and their Applications	3	
ENEE 204—Basic Circuit Theory	3	
CHEM 233—Organic Chem, or CHEM 481*, Phys. Chem. I	4 or 3	
Total	14	17, 16

*Chem 233 is required for students specializing in organic materials

Junior Year		
CORE Program Requirements	3	3
ENMA 310—Materials Laboratory I, Structural Characterization	3	
ENMA 311—Materials Laboratory II: Electromagnetic Properties	3	
ENMA 362—Mechanical Properties	3	
ENMA 363—Microprocessing of Materials	3	
ENMA 460—Physics of Solid Materials	3	
ENMA 461—Thermodynamics of Materials	3	
Specialization Electives	3	3
Total	15	15

Senior Year		
CORE Program Requirements	3	3
ENMA 463—Macroprocessing of Materials	3	
ENMA 471—Kinetics, Diffusion and Phase Transformations	3	
ENMA 490—Materials Design	3	
Specialization Electives	3	3
Technical Electives	6	
ENRE 489B—Principles of Quality and Reliability	3	
Upper-level science elective	3	
Total	18	15

Minimum Degree Credits: 120 credits and the fulfillment of all department, school, and university requirements.

Four suggested specialization areas follow. Students are expected to take four specialization electives in one particular area during their junior and senior years after consulting with their adviser.

Materials Science: ENMA 464—Environmental Effects; ENMA 420—Intermediate Ceramics; ENMA 489C—Electronic Packing Materials; ENMA 495—Polymeric Materials; ENMA 481—Electronic Materials; ENMA 499—Laboratory Projects

Applications of Materials and Manufacturing: ENMA 472—Technology and design of Engineering Materials; ENMA 489A—Design of Composites; ENMA 489L—Manufacturing Ceramics; ENMA 489R—Manufacturing Polymers; ENME 400—Machine Design; ENME 412—Mechanical Design for Manufacturing; ENME 465—Fracture Mechanics; ENAE 424—Design and Manufacturing of Composites and Prototypes; ENMA 499—Laboratory Projects

Organic Materials: ENMA 495—Polymeric Materials; ENMA 496—Processing of Polymers; ENCH 490—Introduction to Polymer Chemistry; ENMA 489R—Manufacturing Polymers; ENCH 494—Polymer Technology Laboratory; ENMA 499—Laboratory Projects

Electrical and Electronic Materials: ENMA 481—Introduction to Electronic and Magnetic Materials; ENMA 489C—Electronic Packing Materials; ENEE 302—Digital Circuits; ENEE 460—Control Systems; ENEE 480—Fundamentals of Solid State Electronics.

Admission

All Materials Science and Engineering students must meet admission, progress, and retention standards of the A. James Clark School of Engineering.

Advising

Students choosing materials science and engineering as their major or materials engineering as their primary or secondary field of concentration should contact Ms. Parvathi Narayan, the Undergraduate Secretary, Room 2309, Chemical and Nuclear Engineering Building, at (301) 405-5209. Ms. Narayan can set up appointments with Professors Lloyd, Kofinas and Wilson, the Undergraduate Advisors.

Co-op Program

The Materials Science and Engineering program works within the A. James Clark School of Engineering Cooperative Engineering education Program. For details, see the A. James Clark School of Engineering entry in chapter 6.

Financial Assistance

Financial Aid based upon need is available through the Office of student Financial Aid. Faculty Merit Scholarships are offered to outstanding students by the department. Other scholarships are available through the A. James Clark School of Engineering.

Honors and Awards

Each of the large number of professional-materials-oriented societies such as the metallurgical and ceramic societies sponsor awards to recognize outstanding scholarship and undergraduate research. All students enrolled in the materials engineering program are encouraged to select a faculty adviser who in their junior and senior years will guide them towards nomination for these awards.

Student organization: There is an active student chapter of The Minerals, Metals & Materials Society (TMS).

Course Code: ENMA

Nuclear Engineering Program (ENNU)

2309 Chemical and Nuclear Engineering Building, (301) 405-5209
<http://www.mne.umd.edu>

Professor and Chair: Christou
 Professors: Christou, Modarres†, Mosleh, Roush, Wolf
 Associate Professor: Al-Sheikhly, Pertmer
 Assistant Professors: Gavrilas
 Emeriti: Duffy, Hsu, Munno, Silverman, Almenas
 † Distinguished Scholar-Teacher

The Major

Nuclear and radiation engineering combines applied and fundamental science with the most advanced technologies available today. The discipline contributes to our lives through medical procedures, diagnoses of the structural integrity of airplanes and bridges, advanced materials manufacturing, non-polluting electricity generation, space exploration, environmental restoration, and of course, smoke detectors. All of these, and many other applications, utilize nuclear technology. The mission of the nuclear engineering program is to provide the student with an interdisciplinary education which allows the graduate to attain the skills necessary to meet the challenges of future technologies. Students gain the ability to apply knowledge of radiation engineering, reactor neutronics, radiation interactions with matter, and nuclear system safety to solve current and future problems in a wide variety of areas. Students have the opportunity to work with faculty and industry on 'real world' problems through research projects, internships, and co-op experiences. Because of the wide range of uses of nuclear and radiation technologies, the nuclear engineer finds interesting and challenging opportunities in industry, government, and research laboratories, with careers ranging from electricity generation to materials development, to applications of ionizing radiation in manufacturing processes and health industries.

Requirements for Major

The curriculum is composed of: (1) the required University general education (CORE) requirements; (2) a core of mathematics, physics, chemistry, and engineering sciences required of all engineering students; (3) 15 credits of courses selected within a secondary field; (4) 27 credits of nuclear engineering courses including ENNU 215, 441, 442, 443, 450, 455, 465, 480, 485, 490, and 495; (5) the course on environmental effects on materials, ENMA 464. A maximum degree of flexibility has been retained so that the student and adviser can select a number of elective courses. A sample program follows.

	Semester Credit Hours	
	I	II
Freshman Year		
MATH 140—Calculus I.....	4	
MATH 141—Calculus II	4	
PHYS 161—General Physics	3	
ENES 100—Introduction to Engineering Design	3	
ENES 102—Statics	2	
CHEM 133—General Chemistry for Engineers	4	
CORE Program Requirements (including ENGL 101)	3	6
Total	14	15

Sophomore Year		
MATH 241—Calculus III	4	
MATH 246—Differential Equations.....	3	
PHYS 262,263—General Physics.....	4	4
ENES 230—Intro. to Materials and Their Applications	3	
ENME 232—Thermodynamics (or equivalent)	3	
ENES 221—Dynamics	3	
ENNU 215—Intro. to Nuclear Technology	3	
CORE Program Requirements	3	
Total	14	16

Junior Year		
ENNU 441, 442—Nuclear Engineering Laboratory I, II	1	1
ENNU 450—Nuclear Reactor Engineering I	3	
ENNU 455—Nuclear Reactor Engineering II	3	
ENME 331—Fluid Mechanics (or equivalent)	3	
ENME 332—Transfer Processes (or equivalent)	3	
ENMA 464—Environmental Effects on Engineering Materials	3	
ENEE 300—Principles of Electrical Engineering	3	
ENGL 393—Technical Writing	3	
Math-Physical Science Elective	3	
CORE Program Requirements	3	3
Total	16	16

Senior Year		
ENNU 443—Nuclear Engineering Laboratory III	1	
ENNU 465—Nuclear Reactor Systems Analysis	3	
ENNU 480—Reactor CORE Design	3	
ENNU 485—Nuclear Reactor Thermalhydraulics	3	
ENNU 490—Nuclear Fuel and Power Management.....	3	
ENNU 495—Design in Nuclear Engineering	3	
Engineering Electives	6	3
CORE Program Requirements	3	3
Total	16	5

Minimum Degree Credits: 120 credits and fulfillment of all department, school, and University requirements. Students must consult with an adviser on selection of appropriate courses for their particular course of study.

Admission

All Nuclear Engineering students must meet admission, progress and retention standards of the A. James Clark School of Engineering.

Co-op Program

The nuclear engineering program works within the A. James Clark School of Engineering Cooperative Engineering Education Program. For information on this program, see the A. James Clark School of Engineering entry in chapter 6 of this catalog, or call the department office at 405-3863.

Advising

Students choosing nuclear engineering as their primary field should follow the listed curriculum for nuclear engineers. They should submit a complete program of courses for approval during their junior year. Students electing nuclear engineering as their secondary field should seek advice from a member of the nuclear engineering faculty prior to their sophomore year. Contact Ms. Parvathi Narayan, the Undergraduate Secretary, Room 2309, Chemical and Nuclear Engineering Building, at (301) 405-5209 or call Professor Gavrilas, the Undergraduate Advisor, at (301) 405-5832 to schedule an appointment.

Financial Assistance

Financial aid based upon need is available through the Office of Student Financial Aid. A number of scholarships are available through the A. James Clark School of Engineering. Part-time employment is available in the department. Of particular interest are scholarships available to qualified students at all undergraduate levels from the Institute for Nuclear Power Operations, the US Department of Energy and the American Nuclear Society. Faculty merit scholarships are offered to outstanding students by the department.

Honors and Awards

Annual awards are given to recognize scholarship and outstanding service to the department, school and university. These awards include the American Nuclear Society Award for Leadership and Service and the Award for Outstanding Contribution to the ANS Student Chapter.

Student Organization

Students operate a campus student chapter of the professional organization, the American Nuclear Society.

Course Code: ENNU

MATHEMATICS (MATH)

College of Computer, Mathematical and Physical Sciences
1117 Mathematics Building, Undergraduate Office, (301) 405-5053

Professor and Chair: Fitzpatrick

Professors: J. Adams, W. Adams, Antman, Auslander, Benedetto, Berenstein, Boyle, Brin, Chu, Cohen, J. Cooper, Ellis, Fey**, Freidlin, Glaz, Goldman, Grebogi*, Green, Greenberg, Grillakis, Grove, Gulick, Halperin ***** (Dean, CMPS), Hamilton, Healy, Herb, Jacobson, Johnson, Kagan, Kedem, King, Kleppner, Kudla, Kueker, Laskowski, Lay†, Levermore, J. Li, Lipsman****, Lopez-Escobar, Machedon, Millson, Nochetto, Novikov††, Osborn, Pego, Rosenberg, Rudolph†, Schafer, Slud, Sweet, Washington, Wolfe, Wolpert†, Yang, Yorke††***

Associate Professors: Berg, Coombes, Dancis, Helzer, Lee, Liu, Schwartz, Smith, Stuck, von Petersdorff, Warner, Winkelkemper, Wu

Assistant Professors: D. Cooper**, Hunt***, Iozzi, B. Li, Qin, Ramachandran

Professors Emeriti: Babuska††, Brace, Correl, Edmundson, Ehrlich, Goldberg, Goldhaber, Good, Heins, Horvath, Hubbard, Hummel, Kellogg, Kirwan, Lehner, Markley, Neri, Olver, Owings, Stellmacher, Syski, Zedek

Associate Professors Emeriti: Sather, Schneider

Affiliate Professors: O'Leary, Stewart, Young

Adjunct Professor: Rinzel

†Distinguished Scholar-Teacher

††Distinguished University Professor

*Joint Appointment: IPST and Institute for Plasma Research

**Joint Appointment: Department of Curriculum and Instruction

***Joint Appointment: IPST

****Associate Dean, CMPS

*****Dean, CMPS

The program in mathematics leads to a degree of Bachelor of Science in mathematics and offers students training in preparation for graduate work, teaching, and positions in government or industry. Mathematical training is integrated with computer use in several courses. Because a strong mathematical background is important in several fields, over a third of UMCP mathematics majors are double majors. Additional information on these topics and mathematics is available from the department website.

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Requirements for Major

There are two tracks for the major, the traditional track and the secondary education track. The latter is for students seeking to become certified to teach mathematics at the secondary level. Each mathematics major must complete each required course with a grade of C or better.

TRADITIONAL TRACK

Major Requirements:

1. The introductory sequence MATH 140, 141, 240, 241 or the corresponding honors sequence MATH 350-351 (previously MATH 250-251).
2. Eight MATH/MAPL/STAT courses at the 400-level or higher, at least four of which are taken at College Park. The eight courses must include:
 - (a) At least one course from MATH 401, 403, 405.
 - (b) At least one course from MATH 246, 414, 415, 436, 462. If MATH 246 is chosen, it will not count as one of the eight upper-level courses.
 - (c) One course from MAPL 460,466.
 - (d) MATH 410 (completion of MATH 350-351 [previously MATH 250-251] exempts the student from this requirement and (e) below; students receive credit for two 400-level courses.) Students are strongly encouraged to complete MATH 310 prior to attempting MATH 410.
 - (e) A one-year sequence which develops a particular area of mathematics in depth, chosen from the following list:
 - (i) MATH 410-411
 - (ii) MATH 410-412
 - (iii) MATH 403-404
 - (iv) MATH 403-405
 - (v) MATH 446-447
 - (vi) STAT 410-420
 - (f) The remaining 400-level MATH/MAPL/STAT courses are electives, but cannot include any of: MATH 400, 461, 478, or STAT 464. Also, students with a strong interest in applied mathematics may, with the approval of the Undergraduate Office, substitute two courses (with strong mathematics content) from outside the Mathematics Department for one upper-level elective course.
3. One course from CMSC 105, 106, 114 or ENEE 114. Student may be exempt from this requirement if he or she can demonstrate adequate programming knowledge from prior course or work experience.
4. One of the following supporting three-course sequences. These are intended to broaden the student's mathematical experience. Other sequences might be approved by the Undergraduate Office but they would have to make use of mathematical ideas, comparable to the sequences on this list.
 - (a) (i) PHYS 161-262-263
 - (ii) PHYS 171-272-273
 - (iii) PHYS 141-142, and an upper-level physics course approved by the Mathematics Department
 - (b) ENES 102, PHYS 161, ENES 220
 - (c) (i) CMSC 114-214 and one of CMSC 311, 330
 - (ii) CMSC 114-150-251
 - (d) CHEM 103-113, and one of CHEM 227, 233
 - (e) ECON 200-201 (previously ECON 201-203), and one of ECON 305 or 306
 - (f) BMGT 220-221-340.

SECONDARY EDUCATION TRACK

Major Requirements:

1. The introductory sequence MATH 140, 141, 240, 241 or the corresponding honors sequence MATH 350-351 (previously MATH 250-251).
2. Seven MATH/MAPL/STAT courses at the 400-level or higher, at least four of which are taken at College Park. The seven courses must include:
 - (a) MATH 410
 - (b) MATH 402 or MATH 403
 - (c) MATH 430
 - (d) STAT 400 or STAT 410
 - (e) At least one course from MATH 406, 445, 446, 447, 450, 456 or 475.

- (f) At least one course from Math 246, 401, 420, 452, 462, or 472 or MAPL 460 or 466. If MATH 246 is chosen, it will not count as one of the seven upper-level courses.
 - (g) The remaining 400-level MATH/MAPL/STAT courses are electives, but cannot include any of: MATH 400, 461, 478, or STAT 464.
3. At least one of the courses CMSC 105, 106, 114, or 214 or any CMSC course requiring one of these as a prerequisite.
 4. EDCI 450 and 451.
 5. One of the following supporting two course sequences. These are intended to broaden the student's mathematical experience.
 - (a) CHEM 103 and 104
 - (b) CHEM 103 and 113
 - (c) PHYS 221 and 222
 - (d) PHYS 161 and 262
 - (e) PHYS 141 and 142
 - (f) BIOL 105 and 106
 - (g) ASTR 200 and a second 3-credit ASTR course, excluding ASTR 100, 101, 110, and 111.
 - (h) METO 200 and 201, and any 400 level METO course.
 - (i) GEOL 100 and 110, and one of GEOL 322 or GEOL 341.The student-teaching pair EDCI 450-451 is 15 credits and has further prerequisites in the College of Education. In order to take these courses the student must be admitted into the College of Education. A student in the secondary education track of the mathematics major would normally be expected to receive a double major in Mathematics and Mathematics Education.

AREAS OF STUDY

Within the Department of Mathematics there are a number of identifiable areas which students can pursue to suit their own goals and interests. They are briefly described below. Note that they do overlap and that students need not confine themselves to one of them.

1. Pure mathematics: the courses which clearly belong in this area are: MATH 402, 403, 404, 405, 406, 410, 411, 414, 415, 417, 430, 432, 436, 437, 445, 446, 447, 452, STAT 410, 411, 420. Students preparing for graduate school in mathematics should include MATH 403, 405, 410 and 411 in their programs. MATH 463 (or 660) and MATH 432 (or 730) are also desirable. Other courses from the above list and graduate courses are also appropriate.
2. Secondary teaching: When selecting the seven courses for the Secondary Education Track, students are encouraged to choose the following as they are required for certification to teach mathematics at the secondary level: MATH 402 or 403, MATH 430, and STAT 400. The following additional courses are particularly suited for students preparing to teach: MATH 401, MATH 406, MATH 445, and MATH 475. EDHD 413, EDHD 420, EDPA 301, EDCI 350, EDCI 355, EDCI 390, EDCI 457, EDCI 450 and EDCI 451 are required for certification. Before registering for any of these courses, the student must apply for and be admitted to the College of Education's Secondary Education Program. Note that the Maryland State Department of Education (MSDE) is phasing in additional requirements for teaching of reading courses for all areas of secondary education. These changes are almost certain to result in additional classes for those seeking certification in secondary mathematics.
3. Statistics: For a student with a Bachelors degree seeking work requiring some statistical background, the minimal program is STAT 400-401. To work primarily as a statistician, one should combine STAT 400-401 with STAT 430 and at least one more statistics course, most suitably, STAT 440 or STAT 450. A stronger sequence is STAT 410, 420, 430. This offers a better understanding and wider knowledge of statistics and is a general purpose program (i.e., does not specify one area of application). For economics applications STAT 400, 401, 430, 440, 450, and MAPL 477 should be considered. For operations research MAPL 477 and/or STAT 411 should be added or perhaps substituted for STAT 450. To prepare for graduate work, STAT 410 and 420 give the best background, with STAT 405, 411, 430, 440, 450 added at some later stage.
4. Computational mathematics: there are a number of math courses which emphasize the computational aspects of mathematics including the use of the computer. They are MAPL 460, 466, 467, MATH 431, 450, 456, 475 and STAT 430. Students interested in this area should take CMSC 114, 214 as early as possible, and CMSC 420, 211 are also suggested.
5. Applied mathematics: the courses which lead most rapidly to applications are the courses listed above in 3 and 4 and MATH 401, 412, 414, 415, 420, 431, 436, 462, 463, 464, and MATH/MAPL 420 and 472. A student interested in applied mathematics should obtain, in addition to a solid training in mathematics, a good

knowledge of at least one area in which mathematics is currently being applied. Concentration in this area is good preparation for employment in government and industry or for graduate study in applied mathematics.

Advising

Advising for math majors is mandatory. Students are required to sign up for an advising appointment at the math undergraduate office window (1117 Mathematics Building), beginning the week before preregistration.

Honors

The Mathematics Honors Program is designed for students showing exceptional ability and interest in mathematics. Its aim is to give a student the best possible mathematics education. Participants are selected by the Departmental Honors Committee during the first semester of their junior year. A precise statement of the requirements may be found in the Math Undergraduate Office.

The department also offers a special mathematics department honors analysis sequence (MATH 350-351, previously MATH 250-251) for promising freshmen with a strong mathematical background (including calculus). Enrollment in the sequence is normally by invitation but any interested student may apply to the Mathematics Departmental Honors Committee for admission. Participants in the University Honors Program may also enroll in special honors sections of the lower-level mathematics courses (MATH 140H, 141H, 240H, 241H, 246H).

The mathematics departmental honors calculus sequence and the University Honors Program are distinct, and enrollment in one does not imply acceptance in the other. Neither honors calculus sequence is a prerequisite for participating in the Mathematics Honors Program, and students in these sequences need not be mathematics majors.

Awards

Aaron Strauss Scholarships. Up to two are awarded each year to outstanding junior math majors. The recipient receives full remission of (in-state) tuition and fees. Applications may be obtained early in the spring semester from the Mathematics Undergraduate Office, 1117 Mathematics Building.

Higginbotham Prize: A monetary award is made to an outstanding junior math major in the spring.

Carol Karp Award: A monetary award is made to a senior math major for an outstanding achievement in logic.

Milton Abromowitz Award: A monetary award is made to an outstanding senior math major in the spring.

Placement in Mathematics Courses

The Department of Mathematics has a large offering to accommodate a great variety of backgrounds, interests, and abilities. The department permits students to take any course for which they have the appropriate background, regardless of formal course work. For example, students with a high school calculus course may be permitted to begin in the middle of the calculus sequence even if they do not have advanced standing. Students may obtain undergraduate credit for mathematics courses in any of the following ways: passing the appropriate CEEB Advanced Placement Examination, passing standardized CLEP examinations, and through the department's Credit-by-Examination. Students are urged to consult with advisers from the Department of Mathematics to assist with proper placements.

Statistics and Probability and Applied Mathematics

Courses in statistics and probability and applied mathematics are offered by the Department of Mathematics. These courses are open to non-majors as well as majors, and carry credit in mathematics. Students wishing to concentrate in the above may do so by choosing an appropriate program under the Department of Mathematics.

MATHEMATICAL STATISTICS PROGRAM

College of Computer, Mathematical and Physical Sciences

1105 Mathematics, (301) 405-5061

<http://www.math.umd.edu/stat>

Director: Smith

Professors: Freidlin, Kagan, Kedem, Slud, Yang

Associate Professors: Quin

Professor Emeritus: Syski

The Mathematical Statistics Program is a graduate program for students concentrating in the study of Statistics, Probability and their application in real world problems. An undergraduate program emphasizing Statistics is available to majors in Mathematics, and undergraduate citations in Statistics and in Actuarial Mathematics are also available. All STAT courses carry credit in Mathematics.

Course code: STAT

MEASUREMENT, STATISTICS, AND EVALUATION (EDMS)

College of Education

1230 Benjamin Building, (301) 405-3624

<http://www.inform.umd.EDU/EDMS>

Professor and Chair: Lissitz

Professors: Dayton, Macready, Stunkand (Emeritus)

Associate Professors: Hancock, Johnson, Schafer

Assistant II: Roberts

Adjunct Professor: Perg

Affiliated Professor: Rudner

Adjunct Associate Professor: Van Secker

For Advanced Undergraduates and Graduates

The Department of Measurement, Statistics, and Evaluation offers courses in classroom assessment, applied statistics, and computer-based simulation (Monte Carlo method) for undergraduates. These courses provide a foundation in methods that are very useful for most career choices. The department is primarily graduate-oriented and offers programs at the master's and doctoral levels for persons with quantitative interests from a variety of social science and professional backgrounds. In addition, a doctoral minor is offered for students majoring in other areas. The doctoral major is intended primarily to produce individuals qualified to teach courses at the college level in measurement, applied statistics and evaluation, generate original research and serve as specialists in measurement, applied statistics or evaluation in school systems, industry or government. The master's program is designed to provide individuals with a broad range of data management, analysis and computer skills necessary to serve as research associates in academia, government, and business. At the doctoral level, a student may choose a specialty within one of three areas: theoretical measurement, applied statistics, and program evaluation. Undergraduates may begin course work for the M.A. while still pursuing the B.A. or B.S., subject to department approval.

Course Code: EDMS

MECHANICAL ENGINEERING (ENME)

A. James Clark School of Engineering

2181 Engineering Classroom Building, (301) 405-2410

<http://www.enme.umd.edu/>

Professor and Chair: Anand

Associate Chair: diMarzo

Director, Undergraduate Studies: Ainane

Professors: Anand, Barker, Baz, Bernard, Dasgupta, diMarzo, Duncan, Fournay, Gupta, A., Holloway, Joshi, Magrab, Ohadi, Pecht, Radermacher, Tsai, Wallace

Associate Professors: Azarm, Balachandran, Bigio, Han, Herold, Piomelli, Sandborn, Shih, Wang, Zhang

Assistant Professors: Bruck, Buckley, Chen, DeVoe, Gupta, S., Herrmann, Jackson, Kiger, Kim, McCluskey, Mead, Schmidt, Walsh

130 Mechanical Engineering

Lecturers: Ainane, Coder, Etheridge, Graham, Haslach, Last, Pavlin
Emeriti: Allen, Armstrong, Berger, Buckley, Cunniff, Dieter, Jackson, Kirk,
Marks, Sanford, Sayre, Shreeve, Talaat, Walston, Yang

The Major

The mechanical engineering major prepares the student for the challenges of today and the future. The curriculum is one of the most up-to-date and forward-looking programs in the country. Students become involved with real-world engineering projects early on in the program through extensive interaction with engineers from industry and this interaction is continued throughout the curriculum. The coursework is now fully integrated in order to provide a seamless experience in their undergraduate education. The student graduates with the skills and the knowledge base which are necessary for success in today's marketplace and with the education necessary to adapt and succeed in the future as technology continues to change.

The mechanical engineer of today faces a more extensive range of critical problems than ever before. It is essential that the graduate be skilled not only in the traditional fundamentals of mechanical engineering such as solid mechanics, fluid mechanics, thermodynamics, heat transfer, materials engineering, electronic instrumentation and measurements, controls and design, but also in new and emerging areas such as mechatronics, smart structures, electronic packaging, communication, information systems, total quality management, reliability and electromechanical systems. Most of these topics require extensive use of modern computing hardware and software. New classrooms which are equipped with state-of-the art computers and software have been added and these facilities are used as an on-going part of many courses. The student is taught to make use of this capability and to make sound engineering judgments while analyzing the seemingly unmanageable amounts of data and information which are obtained. Attributes such as teamwork, ethics, social awareness, and leadership are emphasized in many courses.

Electives taken during the senior year prepare the graduate to choose any of a number of career paths or to select a broad-based group of electives. All students work on projects throughout their program, many of which teach the advantages of teamwork and the skills required for a team to succeed. Individual projects provide the opportunity for sometimes far-out creative thinking. In all cases, the students work closely with individual faculty members who serve as teachers, advisors, and mentors. Many undergraduate students have the opportunity to serve as Research Fellows and/or Teaching Fellows in the department.

Requirements for Major

	Semester Credit Hours	
	I	II
Freshman Year		
MATH 140—Calculus I.....	4	
MATH 141—Calculus II.....		4
CHEM 133—General Chemistry for Engineers.....	4	
PHYS 161—General Physics.....		3
ENGL101—Introduction to Writing.....	3	
ENES 100—Introduction to Engineering Design.....	3	
ENES 102—Statics.....		3
CORE Requirements.....	6	
Total Credits.....	14	16
Sophomore Year		
MATH 241—Calculus III.....	4	
MATH 246—Differential Equations.....		3
PHYS 262, 263—General Physics.....	4	
ENES 220—Mechanics of Materials.....	3	
ENES 221—Dynamics.....	3	
ENME 232—Thermodynamics.....		3
ENME 252—Electronics and Instrumentation I.....		3
ENME 271—Computational Methods in Mechanical Engineering.....	3	
CORE Requirements.....	3	
Total Credits.....	17	16
Junior Year		
ENME 331—Fluid Mechanics.....	3	
ENME 332—Transfer Processes.....		3
ENME 351—Electronics and Instrumentation II.....	3	
ENME 361—Vibration, Controls, and Optimization I.....		3
ENME 362—Vibration, Controls, and Optimization II.....	3	
ENME 371—Product Engineering and Manufacturing.....	3	

ENME 382—Engineering Materials and Manufacturing Processes.....	3	
ENME 392—Statistical Methods for Product and Process Development.....		3
ENGL 393—Technical Writing.....	3	
CORE Requirements.....	15	15
Total Credits.....	15	15

Senior Year

ENME 472—Integrated Product and Process Development II.....	3	
Technical Electives*.....	9	
CORE Requirements.....	3	3
Total Credits.....	12	15

*At least three of the four technical electives must be design.

Sample Elective Topics

Computer-Aided Design and Manufacturing
Packaging of Electronic Systems
Energy Conversion
Engineering Management
Engineering Software Development
Environmental Engineering
Fracture Mechanics
Automotive Design
Robotics
Manufacturing
Mechatronics
Fluid Machinery

Admission

Admission requirements are identical to those set by the Clark School of Engineering. Please consult chapter 1.

Advising

All mechanical engineering students are required to meet with an adviser during registration. Contact the Undergraduate Advising Office, 2188 Engineering Classroom Building.

Cooperative Education Program

Participation in the Cooperative Education Program is encouraged. See chapter 1 for details.

Financial Assistance

A very limited amount of financial aid is available. Information may be obtained in the Undergraduate Advising Office.

Honors and Awards

The Honors Program is administered through the Clark School of Engineering. Individual honors and awards are presented based on academic excellence and extracurricular activities.

Student Organizations

Student chapters of professional societies include the American Society of Mechanical Engineers, the Society of Automotive Engineers, the Society of Manufacturing Engineers, and the American Society of Heating, Refrigeration and Air Conditioning Engineers. The mechanical engineering honor society is Pi Tau Sigma. Information regarding these societies may be obtained at 2188 Engineering Classroom Building.

Course Code: ENME

METEOROLOGY (METO)

College of Computer, Mathematical, and Physical Sciences
3433 Computer and Space Sciences Building, New Wing, (301) - 405-5391
<http://www.meto.umd.edu>

Professor and Chair: Kalnay

Professors: Baer, Carton, Dickerson, Ellingson, Hudson, Pinker, Thompson, Vernekar, Zhang.

Adjunct Professor: Sellers

The Department of Meteorology offers a limited number of courses of interest to undergraduate students. Undergraduates interested in pursuing a bachelor's degree program preparatory to further study or work in meteorology are urged to consider either a citation (minor) in Meteorology or the Physical Sciences program. It is important that students who anticipate careers in meteorology consult the Physical Sciences program adviser representing the Department of Meteorology as early as possible in their studies.

Because of its interdisciplinary nature, the study of the atmosphere requires a firm background in the basic sciences and mathematics. To be suitably prepared for 400-level courses in meteorology, the student should have the following background: either the physics-major series PHYS 171-272-273 or the series PHYS 161-262-263; the mathematics series MATH 140-141-240-241-246 and either the series CHEM 103-113. Consult the list of approved courses (chapter 8) for electives in meteorology.

Students who may be preparing for graduate education in meteorology are strongly advised to pursue further course work from among the areas of physics, applied mathematics, chemistry, computer science, and statistics to supplement course work in meteorology. With proper counseling from the Department of Meteorology adviser, the student wishing to graduate with an M.S. degree in meteorology may achieve that goal in five-and one-half years from the inception of university studies.

Course Code: METO

MICROBIOLOGY

Departments in the College of Life Sciences have been reorganized. Courses in microbiology are now offered by the Department of Cell Biology and Molecular Genetics.

SCHOOL OF MUSIC (MUSC)

College of Arts and Humanities

Tawes Fine Arts Building, (301) 405-5549

Director: Kendall

Associate Directors: Fry, Miller

Professors: Cohen, Cossa, DeLio, Elsing, Fischbach, Folstrom, Guarneri String Quartet (Dalley, Soyer, Steinhart, Tree), Heifetz, Koscielny, Mabbs, Major, McCoy, Montgomery, Moss†, Pacholczyk, Page, Robertson, Rodriguez

Associate Professors: Balthrop, Barnett, Davis, Dedova, Elliston, Gekker, Gibson, Gowen, Hill, Loup, McCarthy, Salness, Sparks, Vadala, Wakefield, Wexler, Wilson

Assistant Professors: DeLapp, Hanninen, King, Payerle, Sloan

Instructor: Walters

Lecturers: Beicken, McConnell, Randall, Smith

†Distinguished Scholar-Teacher

The Major

Admission to all undergraduate music major degree programs (B.M., B.A., and B.S.) is based on a required performance audition before a faculty committee. Audition dates and requirements are available from the School of Music office.

Departmental advising in mandatory for all music majors every semester.

The objectives of the school are (1) to provide professional musical training based on a foundation in the liberal arts; (2) to help the general student develop sound critical judgment and discriminating taste in the performance

and literature of music; (3) to prepare the student for graduate work in the field; and (4) to prepare the student to teach music in the public schools. To these ends, three degrees are offered: the Bachelor of Music, with majors in theory, composition, and music performance; the Bachelor of Arts, with a major in music; the Bachelor of Science, with a major in music education, offered in conjunction with the College of Education.

Music courses and private lessons are open to all majors who have completed the specified prerequisites, or their equivalents. Lessons are also available for qualified non-majors, if teacher time and facilities permit. The University Bands, University Orchestra, University Chorale, University Chorus, Jazz Ensemble, and other ensembles are likewise open to qualified students by audition.

The Bachelor of Music Degree

Designed for qualified students with extensive pre-college training and potential for successful careers in professional music. A grade of C or above is required in all major courses.

College of Arts and Humanities requirements are waived for students majoring in B.M. Degree programs.

Sample Program—Bachelor of Music (Perf. Piano)

	Credits
Freshman Year	
MUSP 119/120—Applied Music.....	8
MUSC 128—Sight Reading for Pianists.....	4
MUSC 150/151—Theory of Music I/II	6
CORE Program.....	12
Total	30
Sophomore Year	
MUSP 217/218—Applied Music.....	8
MUSC 228—Accompanying for Pianists	4
MUSC 230—History of Music I	3
MUSC 250/251—Advanced Theory of Music I/II	8
CORE Program.....	9
Total	32

Junior Year	
MUSP 315/316—Applied Music.....	8
MUSC 330/331—History of Music II/III	6
MUSC 328—Chamber Music Performance for Pianists	4
MUSC 450—Musical Form	3
CORE Program.....	10
Total	31

Senior Year	
MUSP 419/420—Applied Music.....	8
MUSC 492—Keyboard Music I	3
Musc 467—Piano Pedagogy I.....	3
Elective.....	4
CORE Program.....	9
Total	27

The Bachelor of Arts Degree

Designed for qualified students whose interests include a broader liberal arts experience. A grade of C or above is required in all major courses. Requirements for the Music-Bachelor of Arts Degree major include a minimum of 45 upper-level credits completed and the foreign language requirement of the College of Arts and Humanities.

Sample Program—Bachelor of Arts (Music)

	Credit Hours
Freshman Year	
MUSP 109/110—Applied Music4
MUSC 150/151—Theory of Music I/II6
MUSC 129—Ensemble2
Electives, College and CORE Requirements	18
Total	30

Sophomore Year	
MUSP 207/208—Applied Music4
MUSC 250/251—Advanced Theory of Music I/II8
MUSC 229—Ensemble2
Electives, College and CORE Requirements	16
Total	30

132 Natural Resource Sciences and Landscape Architecture

Junior Year	2
MUSP 305	.6
MUSC 330/331—History of Music II/III	.3
MUSC 450—Musical Form	.1
MUSC 329—Ensemble	.18
Electives, College and CORE Requirements	30
Total	

Senior Year	10
Music Electives	20
Electives, College and CORE Requirements	30
Total	

Citations

Citations in Music Performance

16 credit hours. MUSC 129, 229, 329, 130, and 140; MUSP 302 (prer MUSP 203), and MUSP 303 (prer MUSP 302); and one elective from approved list of courses.

Citation in Music Studies

15 credit hours. MUSC 130, 140; MUET 210 or 200; and two electives from approved list of courses.

Students who fulfill Citation requirements will receive a Citation on the official transcript. Please contact the Director of Undergraduate Studies for more information.

The Bachelor of Science Degree (Music Education)

The School of Music in conjunction with the College of Education offers the Bachelor of Science degree with concentrations available in Instrumental Music Education and Choral-General Music Education for qualified students preparing for careers in K-12 teaching. For sample program requirements, see Department of Curriculum and Instruction, Music Education.

Special Programs

The School of Music cooperates with other departments in double majors, double degrees, and Individual Studies programs. Details are available on request.

Course Codes: MUSC, MUED, MUSP

NATURAL RESOURCE SCIENCES AND LANDSCAPE ARCHITECTURE (NRSL)

For Information, consult listings elsewhere in this chapter under Agronomy and Horticulture and Landscape Architecture.

NATURAL RESOURCES MANAGEMENT PROGRAM (NRMT)

College of Agriculture and Natural Resources

1457 Animal Sciences/Biological Resource Eng. Bldg., (301) 405-1198
<http://www.agnr.umd.edu/users/Bioreng/ugnrmt.htm>
 E-mail: bg4@umail.umd.edu

Associate Professor and Coordinator: Kangas
 Assistant Professor: Baldwin
 Instructor: Adams

The Major

The goal of the Natural Resources Management Program is to teach students concepts dealing with the sound use and management of natural resources. In the program, the role of natural resources in economic development is balanced with concern for society and the environment. Employment opportunities for students graduating from the program exist in the fields of forestry and urban forestry, wetland science, environmental consulting, wildlife management, park management, and environmental enforcement, regulation, and policy development.

Students will pursue a broad academic program and elect subjects concentrated in one of three areas of interest: Plant and Wildlife Resources Management, Land and Water Resources Management, or Environmental Education and Park Management.

(Students interested in landscape management, turf and golf course management, plant science, horticulture and crop production, or conservation of soil, water, and environment should consider the Natural Resource Sciences major listed immediately before the Natural Resources Management Program)

Requirement for the Major

	Semester Credit Hours
CORE Program Requirements*	40
BSCI 105—Principles of Biology I	4
BSCI 106—Principles of Biology II	4
CHEM 103, 113—General Chemistry I, General Chemistry II*	8
One of the following:	
GEOL 100, 110?Physical Geology and Physical Geography Laboratory* OR	4
GEOG 201, 211?Geography of Environmental Systems and Geography of Environmental Systems Laboratory*	4
NRSC 200—Fundamentals of Soil Science*	4
AREC 240—Introduction to Economics and the Environment*	3
AREC 332—Introduction to Natural Resource Policy	3
CMSC 103—Introduction to Computing	3
One of the following:	
MATH 140—Calculus I* OR	4
MATH 220—Elementary Calculus I*	3
BIOM 301—Introduction to Biometrics	3
BSCI 460, 461—Plant Ecology and Plant Ecology Laboratory	5
One of the following:	
GEOG 340—Geomorphology OR	3
GEOL 340—Geomorphology	4
BSCI 223—General Microbiology*	4
One of the following:	
PHYS 117—Introduction to Physics* OR	4
PHYS 121—Fundamentals of Physics I*	4
One of the following:	
GVPT 273—Introduction to Environmental Politics OR	3
GVPT 306—Global Ecopolitics	3
NRMT 470—Principles of Natural Resources Management	4

*May satisfy college requirements and/or a CORE requirement.

Option Areas (23 hours)

Plant and Wildlife Resource Management	
Science Area	10
Management Area	10
Related Course Work or Internship	3
Land and Water Resource Management	
Science Area	10
Management Area	10
Related Course Work or Internship	3
Environmental Education and Park Management	
Science Area	10
Management and Education Area	10
Related Course Work or Internship	3

Advising

Advising is mandatory. See the Coordinator, 1457 Animal Sciences/Biological Resources Engineering Building, (301) 405-1198.

Student Organization

Students may join the campus branch of the Natural Resources Management Society. Further information is available from the Natural Resources Management Society in 1457 Animal Sciences/Biological Resources Engineering Building.

Course Code: NRMT

NATURAL RESOURCE SCIENCES (NRSC)

College of Agriculture and Natural Resources

2102 Plant Sciences Building
301-405-4351, 301-405-4355
cw5@umail.umd.edu, kh26@umail.umd.edu
<http://www.agnr.umd.edu/users/nrsl/>

Professor and Chair: Weismiller

Professors: Angle, Dernoeden, James, Kenworthy, McIntosh*, Miller, Mulchi, Ng, Quebedeaux, Rabenhorst, Solomos, Steiner, Walsh, Weil
Associate Professors: Beste, Bouwkamp, Carroll, Coale, Deitzer, Glenn, Grybauskas, M. Hill, R. Hill, McClurg, Ritter, Slaughter, J.B. Sullivan, Swartz, Turner, Vough

Assistant Professors: Coleman, Costa, Dzantor, Everts, Kratochvil, Lea-Cox, Myers, J.H. Sullivan

Affiliate Professors: Balge, Kearney, Terlizzi

Adjunct Professors: Chappelle, Lee, Tamboli, Thomas

Adjunct Associate Professors: Daughtry, Meisinger, Montroll, Saunders, Van Berkum

Adjunct Assistant Professor: Pooler

Instructors: Buriel, Mityga, Nola, Steinhilber

Professors Emeriti: Aycock, Axley, Bandel, Clark, Decker, Fanning, Gouin, Hoyert, Kuhn, Link, Miller, Oliver, Shanks, Stark, Thompson, Wiley

* Distinguished Scholar-Teacher

The Major

The Department of Natural Resource Sciences and Landscape Architecture offers three undergraduate majors. Two lead to the bachelor of science (B.S.) degree; one in Natural Resource Sciences and the other in General Agriculture Sciences. The third major leads to a bachelor of landscape architecture (B.L.A.) degree. For additional information on General Agriculture Sciences and Landscape Architecture, see the entry for those programs earlier in this chapter.

Undergraduate students enrolled in the Natural Resource Sciences major must select one of the following five areas of concentration:

- Conservation of Soil, Water and Environment (Area A)
- Horticulture and Crop Production (Area B)
- Landscape Management (Area C)
- Plant Science (Area D)
- Turf and Golf Course Management (Area E)

The Natural Resource Science major combines the principles of basic science with a thorough understanding of plant, soil and environmental sciences. This amalgamation of basic and applied sciences provides graduates with the opportunity for careers in conserving soil and water resources, improving environmental quality, increasing crop production to meet the global need for food, and in the 'Green Industry' which involves beautifying and maintaining the urban landscape.

These NRSC curricula are flexible enough to allow the student to concentrate on basic science courses that are needed for graduate work or to select courses that prepare for employment after completing a bachelor's degree. NRSC areas of concentration such as 'Plant Science' or 'Conservation of Soil, Water and the Environment' are meant to specifically prepare students for graduate studies. Students completing graduate programs in NRSC are prepared for research, teaching, and management positions with industry, international agencies, or federal and state government.

Graduates with a bachelor's degree are employed by private corporations as environmental soil scientists, golf course managers, agribusiness company representatives, or by county, state, or federal government as agronomists or extension agents. Horticulture is a diverse profession that also has numerous employment opportunities for NRSC graduates. These range from fruit, vegetable, floral and nursery crop production to urban forestry and landscape management. NRSC graduates are also in high demand world-wide in traditional horticultural production, international trade and in the growing fields of biotechnology and bioremediation.

Curriculum in Natural Resource Sciences

NRSC Major

Requirements for all Areas of Concentration

	Semester Credit Hours
AGRO 101 Introductory Crop Science, or	
HORT 100 Introduction to Horticulture.....	4
CHEM 103 General Chemistry I	4
ENGL 101 Introduction to Writing.....	3
ENGL 393 Technical Writing	3
MATH 113 College Algebra with Applications, or	
MATH 115 Precalculus.....	3
NRSC 200 Fundamentals of Soil Science	4
NRSC 398 Seminar	1

With the exception of ENGL 101 and ENGL 393, a grade of C or better in the above courses is required.

Area A: Conservation of Soil, Water and Environment Requirements

CHEM 113 General Chemistry II	4
CHEM 104 Fundamentals of Organic and Biochemistry, or	
CHEM 233 Organic Chemistry I.....	4
COMM 100 Foundations of Oral Communication, or	
COMM 107 Oral Communication: Principles and Practices	3
GEOL 100/110 Physical Geology.....	4
MATH 140 Calculus 1, or	
MATH 220 Elementary Calculus I.....	4
PHYS 117 Introduction to Physics.....	4

*Students intending to take additional chemistry or attend graduate school should substitute CHEM 113, followed by CHEM 233 and CHEM 243.

Applications & Breadth (Select three of the following)

NRSC 413 Soil and Water Conservation	3
NRSC 415 Soil Survey and Land Use	3
NRSC 423 Soil-Water Pollution	3
NRSC 444 Remote Sensing	3
NRSC 461 Hydric and Hydromorphic Soils	3

Advanced Soil Science (Select three of the following)

NRSC 411 Soil Fertility Principles	3
NRSC 414 Soil Morphology, Genesis and Classification	4
NRSC 417 Soil Hydrology and Physics.....	3
NRSC 421 Soil Chemistry	4
NRSC 422 Soil Microbiology	3

Practical Experience (Select at least 2 credits)

AGRO 308 Field Soil Morphology.....	1-3
NRSC 389 Internship	3

Supporting Courses (Select two of the following)

AGRO 406 Forage Production	3
AGRO 407 Cereal and Oil Crops	3
AREC 432 Introduction to Natural Resources Policy.....	3
BIOM 301 Introduction to Biometrics	3
ENBE 234 Principles of Erosion and Water Control (1) and	
ENBE 236 Design of Drainage Systems (1) and	
ENBE 237 Design of Irrigation Systems (1).....	3
GEOL 451 Groundwater Geology	3
GEOL 452 Watershed and Wetland Hydrology	3
GEOL 340 Geomorphology (4), or	
GEOG 340	3
NRMT 451 Water Quality: Field and Lab Analysis Methods.....	3
NRSC 440 Crops, Soils and Civilization	3
NRSC 441 Sustainable Agriculture.....	3
NRSC 454 Environmental Issues in Plant and Soil Sciences	3
Total CORE, NRSC and Conservation of Soil, Water and	
Environment Area	95
University Electives	25

Area B: Horticulture and Crop Production Requirements

AGRO 453 Weed Science.....	3
AREC 250 Elements of Agricultural and Resource	
Economics	3
AREC 306 Farm Management	3
BSCI 226 Plant Taxonomy, or	
BSCI 490 Plant Structure	4
BSCI 227 Principles of Entomology	4
HORT 202 Management of Horticultural Crops, or	
HORT 271 Plant Propagation, or	
NRSC 203 Plants, Genes and Biodiversity	3

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NRSC 201 Plant Structure and Function	4
NRSC 389 Internship	3
NRSC 401 Environmental Plant Physiology	3
NRSC 410 Principles of Plant Pathology	4
NRSC 411 Principles of Soil Fertility	3

Advanced Production Electives (Select four of the following)

AGRO 305 Introduction to Turf Management	3
AGRO 4xx Crops Courses (Minimum of two)	6-8
BSCI 497 Insect Pests of Ornamentals and Turf	3
HORT 432 Greenhouse Crop Production	3
HORT 433 Technology of Fruit and Vegetable Crop Production	4
HORT 452 Principles of Landscape Establishment and Maintenance	3
HORT 456 Nursery Crop Production	3
HORT 472 Advanced Plant Production	2
HORT 474 Physiology of Maturation and Storage of Horticultural Crops	3
NRSC 4xx Soils Courses (Minimum of two)	6-8

Total CORE, NRSC and Horticulture and Crop Production Area	104-108
University Electives	12-16

Area C: Landscape Management Requirements

AGRO 305 Introduction to Turf Management, or	
NRSC 411 Principles of Soil Fertility	3
AREC 250 Elements of Agricultural & Resource Economics, or	
ECON 200 Principles of Economics II	3
BMGT 220 Principles of Accounting	3
BMGT 350 Marketing Principles and Organization	3
BSCI 227 Principles of Entomology	4
CHEM 104 Fundamentals of Organic and Biochemistry	3
HORT 161 Graphic Applications for Landscape Management	2
HORT 200 Land Surveying	4
HORT 202 Management of Horticultural Crop	4
HORT 253 Woody Plant Material I	3
HORT 254 Woody Plant Material II	3
HORT 255 Landscape Design and Implementation	4
HORT 261 Computer Applications in Landscape Management	3
HORT 271 Plant Propagation	3
HORT 320 Principles of Site Engineering	4
HORT 321 Landscape Structures and Materials	3
HORT 452 Principles of Landscape Establishment and Maintenance	3
LARC 160 Introduction to Landscape Architecture	3
NRSC 201 Plant Structure and Function	4
NRSC 389 Internship	3
NRSC 410 Principles of Plant Pathology	4

Total CORE, NRSC and Landscape Management Area	105
University Electives	15

Area D: Plant Science Requirements

BSCI 227 Principles of Entomology	4
BSCI 442 Plant Physiology, or	
NRSC 401 Environmental Plant Physiology	3
CHEM 113 General Chemistry II	4
CHEM 233 Organic Chemistry I	4
HORT 202 Management of Horticultural Crop Production	4
HORT 271 Plant Propagation	3
HORT 399 Special Problems	2
HORT 472 Advanced Plant Propagation	2
MATH 140 Calculus I, or	
MATH 220 Elementary Calculus I	3
NRSC 201 Plant Structure and Function	4
NRSC 203 Plants, Genes and Biodiversity	3
NRSC 410 Principles of Plant Pathology	4
PHYS 121 Fundamentals of Physics I	4

Advanced Departmental Electives (Select one of the following)

AGRO 403 Crop Breeding	3
HORT 400 Nurs & Greenhouse Nutrient Mngmnt Planning	3
HORT 432 Greenhouse Crop Production	3
HORT 433 Technology of Fruit and Vegetable Crop Production	4
HORT 452 Principles of Landscape Establishment and Maintenance	3
HORT 456 Nursery Crop Production	3
HORT 474 Physiology of Maturation and Storage of Horticultural Crops	3

Advanced Science Electives (Select one of the following)

BCHM 261 Elements of Biochemistry, or	
BCHM 461 Biochemistry I	3
BSCI 435 Plant Biochemistry	4
NRSC 411 Principles of Soil Fertility	3
NRSC 417 Soil Hydrology and Physics	3

NRSC 421 Soil Chemistry	4
PHYS 122 Fundamentals of Physics II	3
Total CORE, NRSC and Plant Science Area	101-104
University Electives	16-19

Area E: Turf and Golf Course Management Requirements

AGRO 305 Introduction to Turf Management	3
AGRO 401 Pest Management Strategies for Turfgrass	3
AGRO 402 Sports Turf Management	3
AGRO 410 Commercial Turf Maintenance and Production	3
AGRO 453 Weed Science	3
BSCI 105 Principles of Biology I	4
BSCI 106 Principles of Biology II	4
BSCI 227 Principles of Entomology	4
CHEM 104 Fundamentals of Organic and Biochemistry	4
COMM 100 Foundations of Oral Communication, or	
COMM 107 Oral Communication: Principles and Practices	3
ENBE 237 Design of Irrigation Systems	1
NRSC 389 Internship	3
NRSC 401 Environmental Plant Physiology	3
NRSC 410 Principles of Plant Pathology	4
NRSC 411 Principles of Soil Fertility	3
PHYS 117 Introduction to Physics, or	
PHYS 121 Fundamentals of Physics I	4

Total CORE, NRSC and Turf and Golf Course Management Area	99
University Electives	21

Course Codes: NRSC, AGRO, HORT

Fieldwork and Internship Opportunities

Internships with scientists are available at nearby federal and state agencies. Numerous internships also exist and can be readily arranged for students interested in private sector employment.

Student Organizations

Student chapters of the Agronomy Club and Soil Conservation Service provide students with opportunities for professional activities. The department's soil judging team participates in regional and national competitions.

The Horticulture Club provides students with opportunities to get involved with on-campus activities. The main goals of the club are traveling and seeing a broad perspective of horticulture, as well as being active in the community in environmental and social programs.

Scholarships

Numerous scholarships and awards are available to NRSC students. Contact the Associate Dean's office at (301) 405-2078 for additional information.

NUTRITION AND FOOD SCIENCE (NFSC)

College of Agriculture and Natural Resources

3304 Marie Mount Hall, (301) 405-4521
<http://www.agnr.umd.edu/users/nfsc>

Professors: Bean, Castonguay, Lei, Moser-Veillon†, Sims
 Associate Professors: Jackson, Kantor
 Assistant Professors: Blake, Boyle-Roden, Meng, Tuttle
 Lecturer: Curtis, Klein
 Adjunct Professor: DeLuca, Hansen
 Adjunct Associate Professor: McKenna
 Research Professor: Lineback
 Emeriti: Ahrens, Prather, Schlimme, Wiley
 †Distinguished Scholar-Teacher

The department offers three areas of emphasis: dietetics, food science, and nutritional science. Each program provides for competencies in several areas of work; however, each option is designed specifically for certain professional careers.

Requirements for Major

The **Dietetics** major develops an understanding and competency in food, nutrition, dietetics management, clinical nutritional care, nutrition education, and community nutrition. The dietetics program is approved by the American Dietetic Association, and qualifies students, after completion of a post-baccalaureate internship, to sit for the national exam to become a Registered Dietitian.

The **Food Science** major is concerned with the application of the fundamental principles of the physical, biological, and behavioral sciences and engineering to understand the complex and heterogeneous materials recognized as food. The food science program is accredited by the Institute of Food Technologists and prepares students for careers in food industry and food safety.

The **Nutritional Science** major emphasizes the physical and biological sciences in relation to nutrition and the development of laboratory skills in these areas. Students in this major frequently elect to go on to graduate or medical school.

Grades. All students are required to earn a grade of C or better in courses applied toward satisfaction of the major. This includes all required courses with a prefix of NFSC, as well as certain required courses in supporting fields. A list of these courses for each program may be obtained from the department office.

Program Requirements

I. Dietetics

a. Major Subject Courses

NFSC 100—Elements of Nutrition	3
NFSC 112—Food Science and Technology (Spring only)	3
NFSC 250—Science of Food	4
NFSC 315—Nutrition During the Life Cycle (Spring only)	3
NFSC 350—Food Service Operations.	5
NFSC 380—Nutritional Assessment (Fall only)	3
NFSC 440—Advanced Human Nutrition	4
NFSC 460—Medical Nutrition Therapy	4
NFSC 470—Community Nutrition (Spring only)	3
NFSC 491—Issues and Problems in Dietetics (Spring only) OR CORE Advanced Studies	3
Subtotal	35

b. Supporting Courses

MATH 113—Elementary Algebra OR MATH 115—Precalculus	3
CHEM 103—General Chemistry I.	4
CHEM 113—General Chemistry II	4
CHEM 233—Organic Chemistry I	4
CHEM 243—Organic Chemistry II	4
BSCI 105—Principles of Biology I.	4
BSCI 230—Cell Biology and Physiology	4
BSCI 440—Mammalian Physiology	4
BSCI 223—General Microbiology	4
SOCY 100—Introduction to Sociology.	3
PSYC 100—Introduction to Psychology	3
EDMS 451—Introduction to Educational Statistics OR BIOM 301—Introduction to Biometrics	3
BCHM 461—Biochemistry I	3
BCHM 462—Biochemistry II	3
ENGL 101—Introduction to Writing.	3
ENGL 393—Technical Writing	3
BMGT 360—Human Resource Management.	3
BMGT 364 Management and Organization Theory	3
Additional CORE program courses	18
Restricted Electives.	2
Electives	3
Subtotal	85
TOTAL CREDITS	120

II. Food Science

a. Major Subject Courses

NFSC 100—Elements of Nutrition	3
NFSC 112—Food Science and Technology (Spring only)	3
NFSC 250—Science of Food	4
NFSC 398—Seminar.	1
NFSC 412—Principles of Food Processing.	4
NFSC 421—Food Chemistry	3
NFSC 422—Food Product Research and Development	3

(CORE capstone)	3
NFSC 423—Food Chemistry Laboratory.	2
NFSC 430—Food Microbiology.	2
NFSC 431—Food Quality Control	4
NFSC 434—Food Microbiology Laboratory	2
NFSC 450—Food and Nutrient Analysis	3
Subtotal	34

b. Supporting Courses

CMSC 102—Introduction to Information Technology OR CMSC 103—Introduction to Computing.	3
MATH 113—Elementary Algebra OR MATH 115—Precalculus.	3
MATH 220—Elementary Calculus I.	3
MATH 221—Elementary Calculus II	3
CHEM 103—General Chemistry I.	4
CHEM 113—General Chemistry II	4
CHEM 233—Organic Chemistry I	4
CHEM 243—Organic Chemistry II	4
BCHM 461—Biochemistry I	3
BSCI 105—Principles of Biology I.	4
ENBE 414—Mechanics of Food Processing	4
MICB 200—General Microbiology	4
PHYS 121—Fundamentals of Physics I.	4
ENGL 101—Introduction to Writing.	3
ENGL 393—Technical Writing	3
BSCI 223—Introduction to Biometrics	3
Additional CORE program requirements.	24
Restricted electives.	3
Electives	3
Subtotal	86
TOTAL CREDITS	120

III. Nutritional Science

a. Major Subject Courses

NFSC 100—Elements of Nutrition.	3
NFSC 112—Food Science and Technology (Spring only)	3
NFSC 315—Nutrition during the Life Cycle (Spring only)	3
NFSC 421—Food Chemistry	3
NFSC 440—Advanced Human Nutrition	4
NFSC 450—Food and Nutrient Analysis	3
NFSC 495—Nutrition Research or CORE Advanced Studies	3
Subtotal	22

b. Supporting Courses

MATH 113—Elementary Algebra OR MATH 115—Precalculus	3
MATH 220—Elementary Calculus I	3
CHEM 103—General Chemistry I	4
CHEM 113—General Chemistry II	4
CHEM 233—Organic Chemistry I	4
CHEM 243—Organic Chemistry II	4
BSCI 230—Cell Biology and Physiology	4
BSCI 440—Mammalian Physiology	4
PHYS 121—Fundamentals of Physics I	4
BCHM 461—Biochemistry I	3
BCHM 462—Biochemistry II	3
BCHM 464—Biochemistry Laboratory I	2
BCHM 465—Biochemistry III	3
BSCI 223—General Microbiology	4
BIOM 301—Introduction to Biometrics	3
ENGL 101—Introduction to Writing	3
ENGL 393—Technical Writing	3
BSCI 105—Principles of Biology I	4
BSCI 222—Genetics	4
Additional CORE program requirements	24
Restricted electives	3
Electives	5
Subtotal	98
TOTAL CREDITS	120

Advising

Department advising is mandatory. When planning a course of study, students must consult the Undergraduate Catalog for the year they entered the program and also see an appropriate departmental adviser. Information on advising may be obtained by calling the department office, (301) 405-4521.

136 Philosophy

Student Organizations

The NFSC Department has an active undergraduate Food and Nutrition (FAN) club which sponsors outreach activities and speakers on career-related topics, and participates in a variety of social activities. Call (301) 405-4521 for more information.

Course Codes: NFSC

PHILOSOPHY (PHIL)

College of Arts and Humanities

1124 Skinner Building, (301) 405-5689/90

Professor and Chair: Slote
Professors: Bub, Cherniak, Darden, Devitt, Greenspan, Leshner, Levinson, Martin, Pasch (emeritus), Perkins (emeritus), Rey, Suppe, Svenonius, Wallace (part-time)
Associate Professors: Brown, Celarier (emeritus), Horta, Lichtenberg, Manekin, Odell, Pietroski, Stairs
Assistant Professors: Kerstein, Morreau, Washington
Affiliate Professors: Brush, Hornstein
Adjunct Professors: Crocker, Fullinwider, Galston, Luban, Sagoff
Adjunct Associate Professor: Wachbroit
Adjunct Assistant Professors: Levine, Li, Wasserman

The Major

The study of philosophy develops students' logical and expository skills and increases their understanding of the foundations of human knowledge and value. The department views philosophy as an activity rather than a body of doctrine and students can expect to receive intensive training in clear thinking, inventive synthesis, and precise expression. For some, this will serve as preparation for graduate studies in philosophy. However, philosophical skills are useful in professions such as law, medicine, government, business management, and in any field that demands intellectual rigor. The department offers a wide range of courses, including several that deal with the philosophy of various disciplines outside philosophy itself.

Requirements for Major

For students matriculating after June 1, 1991:

- (1) a total of at least 36 hours in philosophy; not including PHIL 386
- (2) PHIL 310, 320, 326, either 271 or 273, either 250 or 360 or 380 or 462 or 464, either 341 or 346, and at least two courses numbered 400 or above;
- (3) a grade of C or higher in each course counted toward the fulfillment of the major requirement.

Fifteen hours of supporting courses are required to be selected in accordance with guidelines available in the Philosophy Department Lounge, Skinner Building, room 1119.

Requirements for the Philosophy major include a minimum of 45 upper-level credits completed and the foreign-language requirement of the College of Arts and Humanities.

Departmental advising is mandatory for second-semester sophomores and seniors.

Course Code: PHIL

Citations

Citation in Cognitive Science

15 credit hours. PHIL 280 and 170 or 271 or 273 and three courses from approved list of courses.

Citation in Philosophy

15 credit hours. PHIL 170, 173, 273 and two courses from approved list of courses.

Citation in Philosophy of Science

15 credit hours. PHIL 250 or 256; 170 or 271 or 273; and three courses from approved list of courses.

Citation in Value Theory

15 credit hours. PHIL 341 or 346 or 440 or 441 or 442 and four courses from approved list of courses.

Students who fulfill Citation requirements will receive a Citation on the official transcript. Please contact the Director of Undergraduate Studies for more information.

PHYSICAL EDUCATION

See Kinesiology elsewhere in this chapter.

PHYSICAL SCIENCES PROGRAM

College of Computer, Mathematical, and Physical Sciences

1120 Physics Building, (301) 405-5949

http://www.inform.umd.edu/EdRes/Collages/CMPS/Depts/Physics/Physical_Science/

Chair: Einstein
Astronomy: Deming
Chemistry: Berkowitz
Computer Science: Kaye
Geology: Minarik
Engineering: Salamanca-Riba
Mathematics: Wolfe
Meteorology: Hudson
Physics: Einstein
Adviser: Gleason

Purpose

This program is designed to meet the needs of a broad and diverse group; students whose interests cover a wide range of the physical sciences; students whose interests have not yet centered on any one science; students interested in a career in an interdisciplinary area within the physical sciences; students who seek a broader undergraduate program than is possible in one of the traditional physical sciences; students interested in meteorology; pre-professional students (pre-law [especially patent law], pre-medical); or students whose interest in business, technical writing, advertising, or sales require a broad technical background. This program can also be useful for those planning science-oriented or technical work in the urban field; some of the Urban Studies courses should be taken as electives. Students contemplating this program as a basis for preparation for secondary-school science teaching should consult the Science Teaching Center staff of the College of Education for additional requirements for teacher certification.

The Physical Sciences Program consists of a basic set of courses in physics, chemistry, and mathematics, followed by a variety of courses chosen from these and related disciplines: astronomy, geology, meteorology, computer science, and the engineering disciplines. Emphasis is placed on a broad program as contrasted with a specialized one.

Students are advised by members of the Physical Sciences Committee. This committee is composed of faculty members from each of the represented disciplines. The selection of a primary adviser depends upon the interest of the student. Usually the student will choose to work with one of the committee members representing the discipline the student has selected as the primary area of concentration to satisfy the distributive requirements of the program. Two secondary-area advisers are also required.

Curriculum

The basic courses include MATH 140, 141 and one other math course for which MATH 141 is a prerequisite (11 or 12 credits); CHEM 103 and 113 (8 credits); PHYS 161, 262 and 263 (11 credits) or PHYS 171, 174, 272, 273, 275, 276 (14 credits); CMSC 104 (4 credits) or CMSC 105 (3 credits) or CMSC 106 (4 credits) or ENES 240 (3 credits) or CMSC 114 and CMSC 214 (8 credits).

Students desiring a strong background in physics should take the 171-276 sequence, which is required of physics majors, leads directly into advanced physics courses, and offers much smaller classes than the 161-263 sequence. Students who select Computer Science as an area of concentration should consider taking the CMSC 114 and 214 sequence.

(CMSC 150 is a prerequisite for CMSC 214. CMSC 104 and CMSC 105 are no longer offered at UM; students may substitute equivalent courses from other institutions if educationally justifiable.)

Beyond the basic courses, students complete 24 upper-level (300-400) distributive credits. The distributive credits must be divided among three areas of concentration with at least six credits in each area. The areas of concentration include the disciplines of chemistry, physics, mathematics (including statistics), astronomy, geology, meteorology, computer science or one of the engineering disciplines. Students who wish to select electrical engineering need the permission of the Associate Dean in the School of Engineering. A grade of "C" or better must be earned in all program courses (basic prerequisite and distributive requirement courses).

All Physical Sciences students must have a planned program of study, including specific core and distributive courses, approved by the Physical Sciences Committee. These plans should be submitted as early as possible, generally in the sophomore year and normally no later than the beginning of the junior year. At the time the program is submitted, it must have at least 18 credits in the three distributive areas of the Physical Sciences program to be completed. Any changes to the plan must be approved in writing by the student's adviser and the chairperson. Engineering courses used for one of the options must all be from the same department, e.g., all must be ENGR courses or a student may use a combination of courses in ENNU, ENCH and ENMA, which are all offered by Department of Chemical and Nuclear Engineering; courses offered as engineering sciences, ENES, will be considered as a department for these purposes. Selection of ENEE courses is by permission only. An Environmental Science option is also available; it is described on the Web site.

Certain courses offered in the fields included in the program are not suitable for Physical Sciences majors and cannot count as part of the requirements of the program. These include any courses corresponding to a lower level than the basic courses specified above (e.g. MATH 115), some of the special topics courses designed for non-science students, as well as other courses. Students should consult a Physical Sciences adviser for a current listing of "excluded" courses. Students must obtain written approval to use any of the special topics courses as part of their Physical Sciences requirement.

Honors

The Physical Sciences Honors Program offers students the opportunity for research and independent study, and will lead to a B.S. degree with Honors or High Honors. The requirements are: a) overall grade point average of 3.0 or better; b) grade point average of 3.2 or better in Physical Sciences courses; c) at least three credits (which may be distributed over two semesters) of independent study courses in the Physical Sciences Program; d) an honors thesis summarizing independent research; e) an oral examination concerning thesis and related subjects. The thesis adviser and two other faculty members (at least one a member of the Physical Sciences Committee) will comprise the examining committee.

Selection of College

Students may elect to receive their degrees from either the College of Computer, Mathematical, and Physical Sciences or the Colleges of Agriculture and Natural Resources and of Life Sciences. CMPS students have no further requirements to fulfill beyond those stated here plus the general education requirements. Agricultural and Life Sciences students must also satisfy the College requirements of their respective Colleges: these entail one additional course selected from one of the biological sciences, e.g., a four-credit course offered by the Departments of Botany (not BOTN 100), Entomology, Microbiology (not MICB 100) or ZOOL 101, but not BIOL.

PHYSICS (PHYS)

College of Computer, Mathematical, and Physical Sciences
1120 Physics Building, (301) 405-5979
<http://www.physics.umd.edu>

Professor and Chair: Goodman
Professors and Associate Chairs: Baden, Chant, Wellstood
Professors Emeriti: C. Y. Chang, Currie, DeSilva, Falk, Ferrell, Glick, Glover, Gluckstern, Griem, Holmgren, Kacser (Associate Professor Emeritus), Layman, MacDonald, Richard, Snow†, Sucher†, Weber, Woo, Zorn

Chancellor Emeritus: Toll
President Emeritus: Gluckstern
Distinguished University Professors: DasSarma, Fisher, Gloeckler, Ott, Sagdeev, Webb
University System of Maryland Regents Professor: Fisher
Professors: Alley, Anderson, Antonsen, Banerjee, Bhagat, Boyd, Brill, C. C. Chang, Chant, Chen, Cohen, Dorfman†, Dragt†, Drake, Drew, Einstein, Fivel, Gates, Goldenbaum, Goodman, Greenberg, Greene, Griffin, Hadley, Hamilton, Hassam, Hu, Jacobson, Jawahery, Kelly, Kim, Kirkpatrick, Korenman, Langenberg, Liu, Lobb, Mason, Misner, Mohapatra, Paik, Papadopoulos, Park, Pati†, Prange, Ramesh, Redish, Roos, Roy, Skuja, Venkatesan, Wallace, Williams††
Professor (part-time): Z. Slawsky
Adjunct Professors: Boldt, Lynn, Mather, Phillips, Ramaty
Associate Professors: Anlage, Baden, Beise, Ellis, Eno, Ji, Hammer, Wellstood, Yakovenko
Assistant Professors: Becker, Lathrop, Luty, Roberts, Sullivan
Lecturers: Nossal, Rapport, Restorff, M. Slawsky, Solow, Stern
†Distinguished Scholar-Teacher
††Distinguished Faculty Research Fellow

The Physics Program includes a broad range of undergraduate courses designed to satisfy the needs of almost every student, from the advanced physics major to the person taking a single introductory physics course. In addition, there are various opportunities for personally-directed studies between student and professor, and for undergraduate research. For further information consult "Undergraduate Study in Physics" available from the department.

The Major

Courses required for Physics Major:

Note: Changes in major requirements are under review. Students should check with a department advisor for updated information.

Lower-level Courses	Credit Hours
PHYS 171—Introductory Physics: Mechanics and Relativity	3
PHYS 272—Introductory Physics: Fields	3
PHYS 273—Introductory Physics: Waves	3
PHYS 174—Physics Laboratory Introduction	1
PHYS 275—Experimental Physics I: Mechanics, Heat, and Fields	2
PHYS 276—Experimental Physics II: Electricity and Magnetism	2
MATH 140—Calculus I	4
MATH 141—Calculus II	4
MATH 241—Calculus III	4
MATH 246—Differential Equations	3
MATH 240—Introduction to Linear Algebra	4
Upper-level Courses	
PHYS 374—Intermediate Theoretical Methods	4
PHYS 401—Quantum Physics I	4
PHYS 402—Quantum Physics II	4
PHYS 404—Introduction to Statistical Mechanics	3
PHYS 410—Classical Mechanics	4
PHYS 411—Intermediate Electricity and Magnetism	4
PHYS 375—Experimental Physics III: Electromagnetic Waves, Optics, and Modern Physics	3
PHYS 405—Advanced Experiments	3

A grade of C or better is required in all Mathematics and Physics courses required for the major.

Honors

The Physics Honors Program offers to students of good ability and strong interest in physics a greater flexibility in their academic programs. To receive a citation of "with honors in physics" the student must pass a comprehensive examination in his or her senior year. To receive a citation of "with high honors in physics" he or she must also complete a senior thesis.

Course Code: PHYS

138 Plant Biology

PLANT BIOLOGY

Departments in the College of Life Sciences have been reorganized. Courses in plant biology are now offered by the Department of Cell Biology and Molecular Genetics.

PRODUCTION MANAGEMENT

For information, consult the Robert H. Smith School of Business entry in chapter 6.

PSYCHOLOGY (PSYC)

College of Behavioral and Social Sciences
1107 Zoology-Psychology Building, (301) 405-5866

Professor and Chair: Hall
Associate Professor and Associate Chair: Plude
Professors: Anderson (emerita), Beidel, Brauth, Carter-Porges*, Cassidy, Collewijn**, Cooling, Fein*, Fox*, Gelso, Goldstein, Gollub (emeritus), Hill, Hodos, Horton, Kail, Kowler**, Kruglanski, Lissitz*, Locke*, Magoon (emeritus), Martin, McIntire (emeritus), J. Mills, Moss, Nelson, Popper*, Porges*, Rosenfeld*, Schneider, Scholnick, Sigall, Smith, Steinman, Sternheim, Suomi**, Torney-Purta*, Trickett, Turner, Tyler (emeritus), Waldrop (emeritus) Yen-Komshian*
Associate Professors: Alexander, Aspinwall, R. Brown, Coursey, Freeman*, Hanges, Jekka*, K. Klein, Larkin, Leone*, Murnane, Norman, O'Grady, Schneiderman*, Stangor, Steele, Yager
Assistant Professors: Blanchard, J. Carter**, Castles**, Fago**, Gelfand, Hazel-Johnson**, Marx**, Miller**, Ployhart, Pompilo**, Reibsame*, Royalty**, Spiefel**, Sprei**, Thompson**, Tipton*, Wine**, Zamostny*
*affiliate
**adjunct

The Major

Psychology can be classified as a biological science (Bachelor of Science degree) and a social science (Bachelor of Arts degree) and the department offers academic programs related to both of these fields. The undergraduate curriculum in psychology is an introduction to the methods by which the behavior of humans and other organisms is studied, and to the biological conditions and social factors that influence such behavior. In addition, the undergraduate program is arranged to provide opportunities for learning that will equip qualified students to pursue further study of psychology and related fields in graduate and professional schools. Students who are interested in the biological aspects of behavior tend to choose a program leading to the Bachelor of Science degree, while those interested primarily in the impact of social factors on behavior tend to choose the Bachelor of Arts degree. The choice of program is made in consultation with an academic adviser.

Requirements for Major

Graduation requirements are the same for the Bachelor of Science and Bachelor of Arts degrees. Students must take at least 35 credits in Psychology including 14 credits at the 400-level. PSYC 386, 387, 478 and 479 may not be included in those 35 required credits. The required courses include PSYC 100, 200 and two laboratory courses chosen from PSYC 401, 410, 420, 440, and 450. In order to assure breadth of coverage, Psychology courses have been divided into four areas. The 35 credit total must include at least two courses from two of the four areas and at least one course from each of the remaining areas. The areas and courses are:

- Area I: 206, 301, 310, 400, 401, 402, 403, 404, 405, 410, 415;
- Area II: 221, 341, 420, 421, 423, 424, 440, 442, 443, 444;
- Area III: 235, 330, 332, 334, 337, 353, 354, 355, 356, 357, 432, 433, 435, 436, 455, 456, 457, 458;
- Area IV: 336, 361, 450, 451, 452, 460, 462, 463, 464, 465, 466

In addition, all students must complete (a) either MATH 111, or MATH 140 or MATH 220; (b) one of the following laboratory courses: BIOL 105*, CHEM 103, 104, 105, 113, 115, KNES 360, PHYS 121, 141, 142, 171, 262, 263, ZOOL 201, 202, 210; and (c) ENGL 101 or an English literature course from a prescribed department list.

*Note BIOL 101/102 does not satisfy the Lab Science requirement for Psychology. BIOL 101/102 is considered a duplication of credit with BIOL 105.

Students pursuing a Bachelor of Science degree must complete a 15-credit supporting course sequence in relevant math and/or science courses including two laboratory courses and nine credits at the advanced level. The 15 credits must be completed with at least a 2.0 average. Students should consult the current Psychology Undergraduate Program Guide for a list of approved advanced Math-Science Courses.

A grade of C or better must be earned in all 35 credits of psychology courses used for the major and all credits used to meet the Math-English-Science supporting course sequence. No course may be used as a prerequisite unless a grade of C is earned in that course prior to its use as a prerequisite. The prerequisite for any required laboratory course is completion of PSYC 200 and completion of the Math-English-Science supporting course sequence. Also, a 2.5 GPA in PSYC 100 and 200 is required for graduation. The departmental grade point average will be a computation of grades earned in all psychology courses taken (except 386, 387, 478, and 479) and the courses selected to meet the Math-English-Science sequence. The GPA in the major must be at least 2.0.

Admission to the Department of Psychology

All students (entering freshmen, new transfer students, and on-campus students) will be admitted into the major after they have met with an academic adviser and have signed the department's Contract for Incoming Psychology Majors. All majors are subject to an academic performance review no later than the semester in which they have earned 60 credits or completed 30 credits after transferring into the major, whichever is later. Students who do not meet the standards as set forth in the Contract for Incoming Psychology Majors will be required to select another major.

Advising

All students can be advised on choice of major, career decisions, research opportunities, graduate school applications, USP/CORE requirements, major requirements, scheduling, and other academic concerns. Advising appointments must be made in person in the undergraduate office, 1107 Zoology-Psychology Building. A program guide is available. Call the undergraduate office, (301) 405-5866, or contact Dr. Charles Sternheim, Director of Undergraduate Studies, (301) 405-5241, sternheim@bss3.umd.edu, for more information.

Student Organizations

Information about the Psychology Honorary Society (Psi Chi) and the Black Psychology Society is posted outside the Undergraduate Psychology Office, 1107 Zoology-Psychology Building. All students are welcome to attend the workshops sponsored by these organizations on topics of special interest to undergraduates.

Fieldwork

The department offers a program of fieldwork coordinated with a seminar through PSYC 386. Dr. Robert Coursey, (301) 405-5904, usually administers the course.

Honors

The Psychology Honors Program offers the exceptional student a series of seminars and the opportunity to do independent research under a faculty mentor. To be admitted to the program students must file a formal application and be interviewed by the Director of the Program, Dr. William S. Hall, 1147A Zoology-Psychology Building, (301) 405-5788. Students are eligible to enter the program if they are in their fourth to sixth semester of undergraduate work and have completed three courses in Psychology including PSYC 200, and have a 3.3 GPA overall and in Psychology. Students in the University Honors Program may be admitted in their third semester providing that they have (a) earned an A in PSYC 100 or 100H, (b) finished the mathematics prerequisite for PSYC 200 and (c) have an overall GPA and Psychology GPA of at least 3.3. Since there are different graduation requirements including an undergraduate thesis and supporting math and science courses, the student is urged to consult the Guide to the Honors Program in Psychology available in the undergraduate office.

Course Code: PSYC

ROMANCE LANGUAGES PROGRAM

College of Arts and Humanities

3106 Jimenez Hall, (301) 405-4024

Advisory Committee: Falvo (Italian), Little (Spanish), Campagne (French)

The Romance Languages Program is intended for students who wish to major in more than one Romance language.

The Major

Students selecting this major must take a total of 45 credits selected from courses in two of the three components listed below: French, Italian and Spanish. The first four courses listed under each group are required for that particular language component; exceptions or substitutions may be made only with the approval of the student's adviser in consultation with the Romance Languages Advisory Committee. To achieve the total of 45 credits, 21 credits are taken in each of the two languages, as specified, and three additional credits are taken at the 400-level in either of the languages chosen. Literature or civilization courses may not be taken in translation.

There are no requirements for support courses for the Romance Languages major.

No grade lower than C may be used toward the major. Students who wish to apply for Teacher's Certification should consult the College of Education.

Requirements for Each Language

French—204, 301, 351, 352; one additional language course at the 300- or 400-level; two additional literature or civilization courses at the 400-level. **Italian**—204, 211, 301, 350; three additional literature or civilization courses at the 400-level. **Spanish**—207, 301, 321-322 or 323-324; one additional language course at the 300- or 400-level; two additional literature or civilization courses at the 400-level.

RUSSIAN AREA STUDIES PROGRAM

College of Arts and Humanities

2115 Francis Scott Key Hall, (301) 405-4307

Director: George Majeska

Professors: Brecht (Asian and East European), Dawisha (Government and Politics), Lampe (History), Murrell (Economics), Robinson (Sociology)

Associate Professors: Hitchcock, Lekic and Martin (Asian and East European), Kaminski and Tismaneanu (Government and Politics), David-Fox, Majeska (History)

Assistant Professors: Gor (Asian and East European), Sharp (Art History and Archaeology)

Departmental advising is mandatory for second-semester sophomores and seniors.

The Major

The Russian Area Studies Program offers courses leading to a Bachelor of Arts in Russian Studies. Students in the program study Russian, Soviet and East European culture as broadly as possible, striving to comprehend it in all its aspects rather than focusing their attention on a single element of human behavior. It is hoped that insights into the Russian ways of life will be valuable not only as such but as a means to deepen the students' awareness of their own society and of themselves.

Course offerings are in several departments: Germanic Studies, Asian and East European Languages and Cultures, Government and Politics, History, Economics, Geography, Philosophy, and Sociology. Students may plan their curriculum so as to emphasize any one of these disciplines, thus preparing for graduate work either in the Russian area or in the discipline.

Requirements for the Russian Area Studies Program major include the College of Arts and Humanities requirement of 45 upper-level credits completed. The College foreign-language requirement will be automatically fulfilled in the process of taking the courses in Russian.

Students must complete 24 hours in Russian language and literature courses selected from among the following equivalent courses: RUSS 101, 102, 201, 202, 301, 302, 303, 321, 322, 401, 402, 403, and 404. In addition, students must complete 24 hours in Russian area courses at the 300-level or above. These 24 hours must be taken in at least five different departments, if appropriate courses are available, and may include language-literature courses beyond the required 24 hours.

It is recommended but not required that the student who plans on doing graduate work complete at least 18 hours at the 300-level or above (which may include courses applicable to the Russian Area program) in one of the above-mentioned departments. It is also recommended that students who plan on doing graduate work in the social sciences, government and politics, economics, geography, and sociology take at least two courses in statistical methods.

The student's adviser will be the program director or the designate. The student must receive a grade of C or better in all the above-mentioned required courses.

In addition to the courses in Russian language, literature, and culture taught in the Department of Asian and East European Languages and Cultures, the following Russian Area courses are offered. Students should check the Schedule of Classes each semester.

ARTH 489—Modernism in Central and Eastern Europe
ECON 315—Economic Development of Underdeveloped Areas
ECON 380—Comparative Economic Systems
ECON 482—Economics of the Soviet Union
GEOG 325—Soviet Union
GVPT 445—Russian Political Thought
GVPT 451—Foreign Policy of the U.S.S.R.
GVPT 481—Government and Administration of the Soviet Union
HIST 305—The Eastern Orthodox Church: Its Cultural History
HIST 340—Eastern Europe Under Communism
HIST 344—The Russian Revolutions of 1917
HIST 424—History of Russia to 1801
HIST 425—History of Russia from 1801—1917
HIST 442—The Soviet Union
HIST 443—Modern Balkan History
HIST 487—Soviet Foreign Relations
PHIL 328B—Studies in the History of Philosophy: Marxist Philosophy
SOCY 474—Soviet Ethnic Issues

The various cooperating departments also offer occasional special courses in the Russian and Soviet field. HIST 237, Russian Civilization, is recommended as a general introduction to the program but does not count toward the fulfillment of the program's requirements.

RUSSIAN LANGUAGE AND LITERATURE

For information, see listing under Department of Asian and East European Languages and Cultures.

SOCIOLOGY (SOCY)

College of Behavioral and Social Sciences

2108 Art-Sociology Building, 405-6389

Professor and Chair: Falk

Professors: Bianchi, Billingsley* (Family Studies), Clignet (emeritus), Dager (emeritus), Dill* (Women's Studies), Falk, Fink* (Speech Communication), Finsterbusch, Gurevitch* (Journalism), Hage+, Hamilton, Hampton* (Family Studies), Kammeyer, Lajins (emeritus), Levy* (Journalism), Meeker, H. Presser, S. Presser, Ritzer+, Robinson, D. Segal+, M. Segal+, Vanneman, Wilson* (Health Education, Center on Aging)

Associate Professors: Desai, Favero* (AES), Henkel (emeritus), Hirzel (emeritus), J. Hunt, L. Hunt, Kahn, Korzeniewicz, Landry, Lengermann, Neustadt, Pease

Assistant Professors: Dance, DeRose, Kestnbaum, Milkie
Lecturer: Moghadam

+Distinguished Scholar Teacher

*Joint Appointment with unit indicated.

The Major

Sociology is the scientific study of society and its institutions, organizations, and groups. By observing the broad range of activities in society, and exploring topics such as social class, race, gender, deviance, family, religion, the work place, and demographic trends, sociologists provide important information and perspectives on our social order and the causes and impacts of social change. Sociology provides important information useful both to personal life and public policy decisions. Sociology is among the broadest of the social sciences and is characterized by considerable pluralism in theoretical and methodological approaches, substantive specializations, and in units of analysis.

Students major in Sociology for a variety of reasons. Some emphasize sociology's relevance to understanding a broad range of social issues that interest them for intellectual curiosity, personal life relevance, or usefulness for ameliorative social change efforts. Other majors emphasize acquisition of sociological knowledge and skills useful in a variety of career paths where understanding societal problems and trends, group dynamics, and personnel issues are critical. For a small core of majors, the purpose of the undergraduate program is preparation and training for admissions to graduate programs and eventual careers as sociologists in teaching, research and/or policy development. Other majors use sociology as a basis for graduate study in related fields, including law, social work, public policy, and human resource management.

Goals and Objectives of the Undergraduate Sociology Program

The overall goals of the program are:

- To provide meaningful and challenging courses within the University CORE program
- To provide meaningful and challenging courses as electives for non-majors
- To provide a coherent program of courses for Sociology majors which enables majors to attain:
 - a) general sociological knowledge and understanding of our society;
 - b) sociological knowledge and skills relevant to a variety of career paths,
 - c) sociological knowledge and skills relevant to application to and success within competitive sociology graduate programs and careers; and
- To provide a Sociology Honors component for selected students who have the capability and motivation to work at the most challenging level.

The program attempts to provide students the opportunity and ability to meet the following objectives:

- To read and think critically and to assess information about our society in terms of sociological concepts and a social science model of argument
- To understand the key questions addressed by the discipline, and to be able to identify both similarities and contrasts with other disciplines
- To be familiar with basic sociological information about our society and its place in the international order
- To be acquainted with the role of theory in the construction of sociological inquiry; for majors this entails knowing the central ideas of major classical and contemporary theorists
- To understand the social science model of evidence and argument: for majors this entails familiarity with basic social statistics techniques, basic methods of data collection, basic techniques of organizing and presenting information, and the ability to carry out a small research project.

Requirements for Major

As part of the 120 credits and other requirements for a Bachelor of Arts degree, sociology majors must complete a minimum of 38 credits in Sociology and 12 credits in supporting courses outside of Sociology. All these credits must be completed with a minimum grade of C or better in each course. The 38 credits in Sociology must include the following:

- 1) four basic courses required of all majors: SOCY100 (3); SOCY201 (4); SOCY202 (4); and SOCY203 (3)
- 2) a breadth requirement consisting of one course from three of the following concentration areas:
 - a) Family and Demography: SOCY410; SOCY443
 - b) Organizations and Institutions: SOCY431; SOCY443; SOCY460; SOCY464; SOCY466
 - c) Social Psychology: SOCY230; SOCY430
 - d) Stratification and Inequality: SOCY441

- 3) a depth requirement consisting of at least three courses (including one required) in any one of the following concentration areas:
 - a) Family and Demography: SOCY410 (required); SOCY411; 412; 418*; 442; 443; 444; 461
 - b) Organizations and Institutions: SOCY431 (required); SOCY425; 426; 438*; 443; 456; 457; 460; 462; 463; 464; 465; 466; 467
 - c) Social Psychology: SOCY230 (required); SOCY402 or 404; 430; 440; 447; 448*; 450; 463
 - d) Stratification and Inequality: SOCY441 (required); SOCY325; 421; 422; 424; 425; 428*; 442; 462; 467
- 4) an intermediate methods course or research course requirement, consisting of one course to be selected from a list maintained by the Sociology Undergraduate Advising Office.
- 5) elective courses in sociology, sufficient to fill out the required minimum of 38 credits in sociology; these may be selected from any of the sociology courses.

The four supporting courses outside of sociology (12 credits) must be linked to the area of concentration selected to meet the depth requirement and must be selected from a list of recommended supporting courses maintained by the Sociology Undergraduate Advising Office.

Students should note the following in reference to Sociology requirements:

- a) SOCY201 has a pre-requisite of Math 111 or higher;
- b) some of the courses necessary to fulfill depth requirements and/or the methods/research course requirement may have pre-requisites such as SOCY201, 202, and 203;
- c) it is permissible to count one course as fulfilling more than one type of requirement, e.g. a course can be counted towards meeting a breadth requirement and a depth requirement, or a courses might be counted towards a depth requirement while simultaneously fulfilling the methods/research course requirement;
- d) special topics courses (indicated with an * in the above lists) may be repeatable for credit if its content differs from when previously taken;
- e) SOCY498 courses may be used to fulfill depth requirements for particular concentration areas when so designated by the Undergraduate Sociology Office; the Sociology Undergraduate Office maintains current lists of special topics courses (SOCY498) that fulfill depth requirements; and
- f) each course counted as meeting sociology or supporting course requirements must be passed with a grade of C or better.

Honors Program in Sociology

The Sociology Honors Program seeks to encourage and recognize superior scholarship by providing an opportunity for interested, capable, and energetic undergraduate students to engage in study in an area of the student's interest under the close supervision of a faculty mentor. The honors program is based upon tutorial study and independent research.

Students who have an overall cumulative grade point average of at least 3.3, a cumulative average of 3.5 in Sociology courses, and who have taken at least nine credits in Sociology may apply. Transfer students with equivalent academic records at other accredited institutions are also eligible. Admission to the program will be based upon academic performance and the judgment of the Undergraduate Committee whether the applicant has sufficient maturity and interest to complete successfully the requirements for graduation with Honors. Further information on the honors program is available from the Sociology Undergraduate Office.

Advising

Regular advising is strongly recommended for all majors. Advising is particularly important for those majors who are considering going on to graduate school. Majors are reminded of the importance of taking the four basic required courses (SOCY 100, 201, 202, 203) as soon as possible because these are prerequisites for some upper level work. Further information on course work, internships, the department honors program, careers, and other topics may be obtained from the Sociology Undergraduate Advisor, 2108 Art/Sociology Building, 405-6389.

Internship Opportunities

Although internships are not a requirement for a major, students may wish to consider the internship program offered by the department or through the Experiential Learning Office located in Hornbake Library. Majors may receive up to six credits in SOCY386 when an internship / volunteer position is

combined with an academic project. A prerequisite of 12 credit hours in Sociology course work is required.

Student Organizations

The Sociology Collective, open to all Sociology majors, is organized by a group of interested undergraduates to fill student needs within the Sociology community. The Collective provides information about topics of interest, including department activities, career planning, and relevant changes within the university, and strives to enhance the sense of community within the department. Representatives of the Collective participate in many faculty committees within the department and thereby provide the undergraduate perspective on policy issues.

Alpha Kappa Delta is the National Honor Society for Sociology majors. Membership is based on Sociology GPA (3.0 minimum) and overall GPA (3.0 minimum). Students may apply after they have completed 18 hours of Sociology course work. This organization's activities focus on providing tutoring services for undergraduates in core courses.

Survey Research Center
1103 Art-Sociology Building, 314-7831
Director: Stanley Presser

The Survey Research Center specializes in the design and conduct of both mail and telephone surveys. It supports undergraduate and graduate education by providing both technical training and practical experience to students.

Course Code: SOCY

Areas of Specialization

Undergraduate specializations are available in research methods, social psychology, social demography, social institutions, and inequality. These specializations can often be integrated with a second major. Versatility and the rich experiential learning possibilities of the Washington metropolitan area combine to make the sociology curriculum valuable preparation for a career choice.

Requirements for Major

Note: Changes in major requirements are under review. Students should consult the department for updated information.

Students in sociology must complete 50 hours of departmental requirements, none of which may be taken pass/fail. Thirty-eight of these hours are in sociology course work, which must be completed with a minimum grade of C in each course; SOCY 100 should be taken in the freshman or sophomore year followed by SOCY 203. Three hours of mathematics (MATH 111 or its equivalent or higher) are required of majors as a prerequisite of SOCY 201. SOCY 202 follows SOCY 201. SOCY 441 (stratification) and one additional upper-level methods course should be taken by the second semester of the junior year.

The supporting course requirement for majors is 12 hours of a coherent series of courses from outside of the department that relate to the student's major substantive*** or research interests. These courses need not come from the same department, but at least six hours must be taken at the 400-level. It is strongly recommended that the student work out an appropriate supporting sequence for the particular specialization with the department adviser.

Department of Sociology Requirements

	Semester Credit Hours
CORE/USP Program Requirements.....	40/43
SOCY 100—Introduction to Sociology.....	3
SOCY 201*—Introductory Statistics for Sociology.....	4
SOCY 202—Introduction to Research Methods in Sociology.....	4
SOCY 203—Sociological Theory.....	3
SOCY 441—Stratification and Inequality.....	3
1 additional methodology course**.....	3
2 Sociology courses at any level.....	6
4 Sociology courses at 400 level.....	12
4 supporting courses***.....	12
Internship (recommended, not required)***.....	6
USP/CORE Electives****.....	24-30/21-27
Total.....	120

*Three hours of mathematics (MATH 111 or its equivalent, or higher) are required as prerequisite.

**The second required methods course and all supporting courses must be selected from approved lists.

***Courses complementing Sociology specialization must be selected from an approved list and must include at least two courses at the 400—level.

****Students choosing to take internships will reduce their elective credit total by six credits.

Advising

Regular advising is strongly recommended for all majors. Further information on course work, internships, the departmental honors program, careers, and other topics may be obtained from the Sociology undergraduate adviser, 2108 Art/Sociology Building, (301) 405-6389.

Fieldwork and Internship Opportunities

Although internships are not a requirement for a major, students may wish to consider the internship program offered by the department or through the Experiential Learning Office located in Hornbake Library. Majors may receive up to six credits in SOCY 386 when an internship/volunteer position is combined with an academic project. A prerequisite of 12 credits in Sociology course work is required.

Honors

The Sociology Honors Program seeks to encourage and recognize superior scholarship by providing an opportunity for interested, capable, and energetic undergraduate students to engage in study in an area of the student's interest under the close supervision of a faculty mentor. The honors program is based upon tutorial study and independent research.

Students who have an overall cumulative grade point average of at least 3.3, a cumulative average of 3.5 in Sociology courses, and who have taken at least nine credits in Sociology may apply. Transfer students with equivalent academic records at other accredited institutions are also eligible. Admission to the program will be based upon academic performance, and the judgment of the Undergraduate Committee whether the applicant has sufficient maturity and interest to successfully complete the requirements for graduation with Honors. Further information on the honors program is available from the Sociology Undergraduate Office.

Student Organizations

The Sociology Collective, open to all Sociology majors, is organized by a group of interested undergraduates to fill student needs within the Sociology community. The Collective provides information about topics of interest, including department activities, career planning, and relevant changes within the university, and strives to enhance the sense of community within the department. Representatives of the Collective participate on faculty committees within the department and thereby provide the undergraduate perspective on policy issues.

Alpha Kappa Delta is the National Honor Society for Sociology majors. Membership is based on Sociology G.P.A. (3.0) and overall G.P.A. (3.0). Students may apply after they have completed 18 credits of Sociology course work. This organization's activities focus on providing tutoring services for undergraduates in the core courses.

Survey Research Center

1103 Art-Sociology Building, (301) 314-7831

Director: Stanley Presser

The Survey Research Center was created in 1980 as a special purpose research facility within the behavioral and social sciences. The center specializes in the design of questionnaires and survey data collection for policy purposes, and has the capacity to conduct mini-surveys, survey experiments, and in-depth clinical interviews. The center supports undergraduate and graduate education by providing both technical training and practical experience to students. The center also has a strong community service mission through the provision of technical assistance on survey methods and survey design to units of state and local governments, and by conducting surveys on a contract or grant basis for these governmental units.

Course Code: SOCY

142 Spanish and Portuguese Languages and Literature

SPANISH AND PORTUGUESE LANGUAGES AND LITERATURE (SPAN, PORT)

College of Arts and Humanities
2215 Jimenez Hall, (301) 405-6441

Professor and Chair: Sosnowski
Associate Chair: Lavine
Professor emerita: Nemes
Professors: Aguilar-Mora, Cypess, Harrison, Pacheco^{††}
Associate Professors: Benito-Vessels, Igel, Lavine, Naharro-Calderón, Peres
Assistant Professors: Bouvier, Cabal-Krastel, Lacorte, Rodríguez, Sánchez
Instructors: Canabal, Little, Roman
^{††}Distinguished University Professor

The Majors

Requirements for the Spanish and Portuguese majors include the College of Arts and Humanities requirement of 45 upper-level credits completed. The College foreign-language requirement will be automatically fulfilled in the process of taking language major courses.

Undergraduate majors can benefit from a wide range of courses in Spanish and Latin American literature and civilization; technical courses in translation, linguistics, and commercial uses of Spanish. Area studies programs are also available in conjunction with other disciplines to provide the student with a solid knowledge of the Spanish and Latin American worlds.

A grade of at least C is required in all major and supporting area courses.

Departmental advising is mandatory for second-semester sophomores and seniors.

Language and Literature Major

Courses: SPAN 207, 221, 301-302, 311 or 312, 321-322 or 323-324, 325-326 or 346-347; plus four courses in literature at the 400-level; one course may be taken in Luzo-Brazilian literature, for a total of 39 credits. Nine credits of supporting courses, six of which must be at the 300- or 400-level in a single area other than Spanish, for a combined total of 48 credits. Suggested areas: art, comparative literature, government and politics, history, philosophy, and Portuguese.

Foreign Area Major

Courses: SPAN 207; 301-302; 311 or 312; 315 and 415 or 316 and 317; 321-322 or 323-324; 325-326 or 346-347, plus three courses in literature at the 400-level; one course may be taken in Luzo-Brazilian literature, for a total of 39 credits. Nine credits of supporting courses, six of which must be at the 300- or 400-level in a single area other than Spanish, for a combined total of 48 credits. Suggested areas: anthropology, economics, geography, government and politics, history, Portuguese, and sociology.

Translation Option

Courses: SPAN 207; 301-302, 311 or 312; 316 and 317; two courses from 318, 356, 357, 416, 417; 321-322 or 323-324; one course from 325, 326, 346, 347; plus two courses in literature at the 400-level; one course may be taken in Luzo-Brazilian literature, for a total of 39 credits. Nine credits of supporting courses, six of which must be at the 300- or 400-level in a single area other than Spanish, for a combined total of 48 credits. Suggested areas: art, comparative literature, government and politics, history, philosophy, and Portuguese.

Business Option*

Courses: SPAN 207; 211; 301-302; 311 or 312; 315 and 415; 316 and 317; 325-326 or 346-347; 422, for a total of 36 credits. Twelve credits of supporting courses, six of which must be at the 300- or 400-level in a single area other than Spanish. Suggested areas: business and management, economics, government and politics, history and geography.

Students interested in majoring in a combination of two Romance languages should see the description of the Romance Languages Program, above.

*A double major program, Business, Language, and Cultures, combines International Business and Spanish.

Citations

Citations in Spanish Language and Cultures

15 credit hours. Five courses in Spanish from an approved list of courses. Courses taken through Study Abroad programs may be applied. Contact the Director of Undergraduate Studies for more information.

Citation in Portuguese Languages and Cultures

15 credit hours. PORT 205, 231 and three courses from approved list of courses. Contact the Director of Undergraduate Studies for more information.

Citation in Business Management for Spanish Majors (1105B)

15 credit hours. ECON 200 and four courses from approved list of BMGT courses. Contact Business, Culture and Language Program at (301) 405-2621 for more information.

Citation in Business Spanish

15 credit hours. Five courses in Spanish from approved list of courses. Contact Business, Culture and Language Program at (301) 405-2621 for more information.

Students who fulfill Citation requirements will receive a Citation on the official transcript.

Honors

The department Honors Program offers qualified students the possibility of working in close contact with a mentor on an original thesis. Honors seminars are primarily for students who have been accepted to the Program, but are open to others with the approval of the Honors Director. Honors students must take six credits of Honor Thesis. Interested students should see the Director of the Spanish Honors Program.

Lower-Division Courses

The elementary and intermediate courses in Spanish and Portuguese consist of three semesters of four credits each (101, 102, 201). The language requirement for the B.A. degree in the College of Arts and Humanities is satisfied by passing 201 or equivalent. Students who wish to enroll in Spanish 101, 102, and 201 must present their high school transcript for proper placement. See the Schedule of Classes for further information. Students may not receive credits for both Spanish 102 and Spanish 103.

Transfer students with college credit have the option of continuing at the next level of study.

Students must take language acquisition courses sequentially, i.e., 101, 102, 201, 202, etc. Once credit has been received in a higher-level language acquisition or grammar course, a lower-level course may not be taken for credit.

Course Codes: SPAN, PORT

SPECIAL EDUCATION (EDSP)

College of Education

1308 Benjamin Building, (301) 405-6515/4
<http://www.inform.umd.edu/educ>

Professor and Chair: Burke
Professors: Beckman, Egel, Graham, Harris, Hebel (emeritus), Leone, Moon, Speece
Associate Professors: Cooper, Kohl, Lieber, Neubert
Assistant Professors: Maccini, Malmgren
Associate Director: McLaughlin
Research Associates: Florian, Greig, Gruber, Kelly, Li, Meisel, Page-Voth, Warren
Coordinator of Undergraduate Advising: Molloy
Lecturers: Aiello, Buchanan, Danehy, Fink, Henderson, Hudak, Long, Lyles, Simon, Thanhouer, Waranch
Faculty Research Assistants: Barnwell, Bertsch, Frank, Lane, Newcomb, Samels, Stepanek, Walker

The Special Education Department offers an innovative and rigorous undergraduate program which prepares teachers of infants, children, or young adults with disabilities. This program has been nationally recognized for many of its exemplary features. It is a five-year (10-semester, 150-credit hour) professional certification program which graduates students with a Bachelor of Science degree in special education with full special education teacher certification in the State of Maryland and certification reciprocity in 31 other states. Students considering a special education major enroll in courses which meet university and college requirements while they take supporting course work designed to provide an understanding of typical human development and basic psychological and sociological principles of human behavior. Special Education students receive specialized training in the following areas: language development; motor development; social-emotional development; typical human behavior; social and educational needs of individuals with disabilities; diagnostic and educational assessment procedures; instructional procedures and materials; curriculum development; classroom and behavior management; effective communication with the parents and families of children with disabilities; community resource planning; and local, state, and federal laws concerning children and youth with disabilities. Graduates of the program are expected to master specific skills in each of these areas.

Requirements for Major

Students interested in majoring in Special Education must consult a departmental adviser as early as possible after matriculation at the university since the curriculum requires an extensive and sequenced program of studies. Students accepted as Special Education majors take a two-semester sequence of generic special education courses and practicum experiences during the third year (Semesters V and VI). These courses provide the student with a solid foundation in theory and practice related to the education of all children with disabilities across a wide range of ages.

Changes in requirements are under review. Students should consult the department for updated information.

Students work directly with children or youth with disabilities during each semester, leading up to student teaching during the last semester.

Combined Bachelor's/Master's Program

Selected undergraduate students majoring in special education will be eligible for dual application of credit to both the bachelor's and master's degrees. A student desiring graduate credit should apply for admission to the Graduate School during the last semester of the fourth year. If admitted to the Graduate School, the student may select up to 12 credits (four courses) of specified course work from the fifth year of the undergraduate program to be applied simultaneously toward the credits required for the master's degree in special education at the University of Maryland. The selected courses may not include field practica or student teaching experiences. Students will be expected to fulfill supplemental requirements in the selected courses. To complete the master's degree, students must fulfill all Graduate School requirements for the degree, with the exception of the selected 400-level courses.

Admission

Prior to formal acceptance as a special education major, all students are required to enroll in a special education introductory course (EDSP 210) which provides a survey of the history and current issues in special education. Upon successful completion of the introductory course and 45 semester hours of requirements, students apply for formal admission to the professional program of the Department of Special Education by submitting an application with a statement of intent specifying their professional goals. To be accepted as a full special education major, students must fulfill the College of Education requirements for admission to Teacher Education, as well as the following departmental conditions:

1. Completion of course work indicated below with an asterisk.
2. Admission is competitive beyond the minimum 2.5 grade point average required for consideration.
3. Submission of an application together with a statement of intent specifying the applicant's professional goals.
4. Submission of three letters of recommendation.

Admittance will be based on the completion of the required courses, the grade point average, the applicant's experience with persons with disabilities, and the appropriateness and clarity of the professional goal statement. An appeals process has been established for students who do

not meet the competitive GPA for admission, but who are applying in connection with special university programs including affirmative action and academic promise.

Advising

The Department of Special Education provides academic advisement through a faculty and a peer advisement program. Special Education majors are assigned a faculty adviser, who is carefully matched to the student's area of interest. It is required that all students consult an adviser each semester. Students are urged to use the Special Education Advising Center, 1235 Benjamin Building.

Awards

The Department of Special Education Student Service Award is presented annually to the graduating senior who has demonstrated outstanding leadership and service to the Special Education Department.

Student Organizations

The Department of Special Education encourages student participation in extracurricular activities within and outside of the University. Opportunities within the department include the Council for Exceptional Children. For more information, stop by the Special Education Advising Center, 1235 Benjamin Building.

Required Courses

Changes in requirements are under review. Students should contact the department for updated information. All preprofessional and professional course work must be completed with a grade of C or better prior to student teaching. CORE Liberal Arts and Science Studies Program Requirements include the following courses which are departmental requirements: (Consult with a departmental adviser with regard to USP requirements.)

- *HIST 156 or HIST 157 (3)
- *STAT 100 (3)
- *Lab Science (4)
- *ENGL Literature (3)
- *PSYC 100 (3)
- *SOCY 100 or 105 (3)

Other Academic Support Courses

- *HESP 202 (3)
- MATH 210 (4)
- *EDHD 411 or PSYC 355 (3)

Professional Courses

- *EDSP 210—Introduction to Special Education (3)
- EDHD 300—Human Development and Learning (6)
- EDPA 301—Foundations of Education (3)
- EDSP 320—Introduction to Assessment in Special Education (3)
- EDSP 321—Comparative Approaches to Behavior and Classroom Management in Special Education (3)
- EDSP 322—Field Placement in Special Education I (3)
- EDSP 443—Assessment and Instructional Design for the Handicapped: Reading and Written Communication Disorders (3)
- EDSP 331—Introduction to Curriculum and Instructional Methods in Special Education (3)
- EDSP 333—Field Placement in Special Education II (3)
- EDCI 397—Principles and Methods of Teaching in Elementary Schools (3) OR
- EDCI 390—Principles and Methods of Secondary Education (3)

Specialty Area Requirements

The Severe Disabilities Option

- EDSP 400—Assessment, Curriculum and Instructional Methods for Students with Severe Disabilities (3)
- EDSP 402—Field Placement: Severe Disabilities I (4)
- EDSP 403—Physical and Communication Adaptations for Students with Severe Disabilities (3)
- EDSP 404—Education of Students with Autism (3)
- EDSP 405—Field Placement: Severe Disabilities II (4)
- EDSP 410—Community Functioning Skills for Students with Severe Disabilities (3)
- EDSP 330—Families and the Education of Handicapped Children (3)
- EDSP 480—Microcomputers in Special Education (3)
- EDSP 420—Developmental and Behavioral Characteristics of

144 Speech Communication

- Nonhandicapped and Handicapped Infants and Young Children OR
EDSP 460—Introduction to Secondary/Transitional Special Education (3)
EDSP 411—Field Placement: Severe Disabilities III (4)
EDSP 412—Vocational and Transitional Instruction for Students with Severe Disabilities (3)
EDSP 417—Student Teaching: Severe Disabilities (11)
EDSP 418—Seminar: Issues and Research Related to the Instruction of Students with Severe Disabilities (3)

The Educationally Handicapped Option

- EDSP 440—Assessment and Instructional Design for the Educationally Handicapped: Cognitive and Psychosocial Development (3)
EDSP 441—Assessment and Instructional Design for the Educationally Handicapped: Oral Language and Communication Disorders (3)
EDSP 442—Field Placement: Educationally Handicapped I (4)
EDSP 330—Families and the Education of Handicapped Children (3)
EDSP 445—Field Placement: Educationally Handicapped II (4)
EDHD 413—Adolescent Development (3)
EDCI 456—Diagnosis and Treatment of Learning Disabilities in Mathematics (3)
EDSP 480—Microcomputers in Special Education (3)
EDSP 446—Instructional Design for the Educationally Handicapped: Functional Living Skills (3)
EDSP 447—Field Placement: Educationally Handicapped III (4)
EDSP 450—Inclusive Practices in the Schools (3)
EDSP 457—Student Teaching: Educationally Handicapped (11)
EDSP 458—Seminar: Special Issues and Research Related to the Educationally Handicapped (3)
EDSP 460—Introduction to Secondary/Transitional Special Education (3)

The Secondary and Transition Special Education Option

- EDSP 330—Families and the Education of Handicapped Children (3)
EDSP 460—Introduction to Secondary/Transitional Special Education (3)
EDSP 461—Field Placement: Secondary/Transition I (4)
EDSP 462—Vocational Assessment and Instruction in Special Education (3)
EDSP 463—Field Placement: Secondary/Transition II (3)
EDCI 456—Diagnosis and Treatment of Learning Disabilities in Mathematics (3)
EDSP 450—Inclusive Practices in the Schools (3)
EDSP 465—Field Placement: Secondary/Transition III (3)
EDSP 467—Student Teaching: Secondary/Transition (11)
EDSP 468—Special Topics Seminar in Secondary/Transition Special Education (3)
EDSP 464—Secondary and Transition Methods in Special Education (3)
EDSP 446—Instructional Design for the Educationally Handicapped: Functional Living Skills (3)
EDSP 480—Microcomputers in Special Education (3)

The Early Childhood Special Education Option

- EDSP 480—Microcomputers in Special Education (3)
EDSP 420—Developmental and Behavioral Characteristics of Non-Handicapped and Handicapped Infants and Young Children (3)
EDSP 421—Field Placement: Early Childhood Special Education I (4)
EDSP 422—Curriculum and Instruction in Early Childhood Special Education (Moderate to Mild: 3-8 yrs) (3)
EDSP 424—Field Placement: Early Childhood Special Education II (4)
EDCI 410—The Child and the Curriculum: Early Childhood (3)
EDSP 330—Families and the Education of Handicapped Children (3)
EDSP 423—Assessment of Preschool Handicapped Children and Infants (3)
EDSP 430—Intervention Techniques and Strategies for Preschool Handicapped Children and Infants (3)
EDSP 431—Field Placement: Early Childhood Special Education III (Severe to Moderate) (4)
EDSP 437—Student Teaching: Early Childhood Special Education (11)
EDSP 438—Seminar: Special Issues in Early Childhood Special Education (3)
EDSP 400—Assessment, Curriculum and Instructional Methods for Students with Severe Handicaps (3)
EDSP 441—Assessment and Instructional Design for the Handicapped: Oral Language and Communication Disorders (3) or
EDSP 404—Education of Students with Autism (3)

For SD endorsement: EDSP 403—Physical and Communication Adaptation for Students with Disabilities (3)

Course Code: EDSP

SPEECH COMMUNICATION

The Department of Speech Communication is now the Department of Communication. See entry on page 97.

STATISTICS

For information consult the entry under Mathematical Statistics Program, page 129.

THEATRE (THET)

College of Arts and Humanities

2809 Clarice Smith Performing Arts Center, (301) 405-6676
E-mail: thetdept@umdacc.umd.edu
<http://www.inform.umd.edu/THET>

Chair: Hildy

Professors: Hildy, Meersman

Associate Professors: Conway, Coustaut, Hébert, Huang, Patterson, Reese, Schuler, Wagner

Assistant Professors: Burbank, Cabot

Instructors: Alford, Kriebs

Emeritus: Gillespie, Pugliese

The Major

Small classes, student-faculty town meetings, and a close knit departmental environment promote a strong sense of community within the Department of Theatre. It is a lively, multi-cultural community where the contributions of all are valued. An extensive schedule of departmental and student productions offer students myriad opportunities to practice their craft. The department is a supportive and stimulating environment that fosters students' creative development and spurs their achievements. A well-rounded and comprehensive curriculum prepares for careers in acting, directing, design, technical theatre, theatre management, and teaching. Since the skills cultivated by a liberal arts approach to theatre study—self-discipline, creativity, self-confidence, and critical thinking—are valuable in all career fields, theatre training is an excellent preparation for any profession. Our performance, design, and technical theatre faculty are active in professional as well as academic theatre—members of Actors Equity and United Scenic Artists—providing students a vital link to the world of professional theatre. Our history, criticism, and theory faculty regularly publish and participate at national and international conferences. Situated in close proximity to the vibrant and stimulating professional theatre world of Washington, D.C. and Baltimore, students have ready access to the best of both contemporary and classical productions. They enjoy a unique opportunity to participate in this busy theatrical region through internships and other projects. The Department of Theatre is home to The National Players, which offers audition opportunities to our graduates. Now in its 50th season, National Players is America's longest-running classical touring company, performing and conducting workshops across the country. The Clarice Smith Performing Arts Center is the largest facility of its kind on any university campus in the nation. The Center features six state-of-the-art performing venues including a 650 seat proscenium theatre and 100 and 200 seat experimental theatres. In addition, the center houses the Department of Dance, School of Music, and a Performing Arts Library.

The department offers two tracks leading to the B.A. in Theatre. Both share a common core of coursework, which provides a solid liberal arts grounding. The Performance Track is an intensive training in acting, vocal production, movement, and directing. The Design/Technical Track encompasses a comprehensive study in scene design, costume design, lighting design, sound design, stage management, and technical direction. In cooperation with the Department of Curriculum and Instruction, a selective admission program for teacher certification in Theatre/English Education is available. For more information, see an advisor in EDU 2311.

Requirements for Major

Requirements for the College of Arts and Humanities include a minimum of 45 upper-level credits and a foreign language requirement.

Major requirements are 43 credits of course work in theatre, exclusive of those courses taken to satisfy the college and university requirements, plus 10-12 credits of supporting area courses. Of the 43 credits, at least 21 must be upper-level (300-400 series). No course with a grade less than C may be used to satisfy major or supporting area requirements.

Required core courses for all majors (31 credits): THET 110, 111, 120, 170, 171, 279, 330, 475, 479, 490, 491.

Design Emphasis (12 credits): THET 273, 373 required. Choose two of the following: 371, 377, 383.

Performance Emphasis (12 credits): THET 221*, 320*, 387. Choose one of the following: 420*, 430, 474.

*An audition is required for these courses.

Supporting courses (10-12 credits): Two from each of the following: ENGL 304, 403, 404, 434, 450, 451, 454; 4-6 credits from any DANC, MUSC, ARTH, or ARTT course approved by the departmental advisor.

Advising

Advising is mandatory for undergraduate theatre majors. Students should report to the Theatre Department office for registration materials before making an appointment with their adviser.

Financial Aid

Scholarships and financial assistance may be awarded to prospective and enrolled students through a number of Creative and Performing Arts Scholarships and Theatre Patrons Scholarships. Other scholarships and workshops are awarded yearly to continuing students. For further information, contact the Coordinator of the Scholarship Program or visit our web site at <http://www.inform.umd.edu/THET>.

Course Code: THET

TRANSPORTATION, BUSINESS, AND PUBLIC POLICY

For information, consult the Robert H. Smith School of Business entry in chapter 6.

WOMEN'S STUDIES (WMST)

College of Arts and Humanities

2101 Woods Hall, 405-6877

Professor and Chair: Moses

Professors: Beck, Bolles, Dill, Rosenfelt, Zambrana

Associate Professors: Barkely Brown, Kim, King

Assistant Professors: Matthes

Visiting Assistant Professor: Allahyari

Affiliate Professors: Harley, Williams, Wilson (Afro-American Studies); Paoletti, Parks, Sies, Struna (American Studies); Friedenber (Anthropology); Gips (Art); Withers (Art History); Kerkham, Liu (Asian and East European Language and Culture); Palmer (Biology); Greer (Chemical Engineering); Doherty, Hallet, Stehle (Classics); Grunig, Parry-Giles (Communication); Collins, Fuegi, Lanser, Peterson (Comparative Literature); Fassinger (Counseling and Personnel Services); Heidelberg (Curriculum and Instruction); Coletti, Donawerth, Kauffman, King, Kornblatt, Leonardi, Lindemann, Logan, McDowell, Ray, Smith, Washington (English); Leslie (Family Studies); Hage, Mossman (French and Italian Languages and Literature); Frederickson, Oster, Strauch (Germanic Studies); Bedos-Rezak, Brush, Gullickson, Lyons, Muncy, Zilfi (History); Beasley (Journalism); Day, Luckert, Masnick (Library Services); Robertson (Music); Fullinwider, Li (Philosophy and Public Policy); Alexander, Helms, O'Brien, Scholnick (Psychology); Bianchi, Desai, Hunt, Kahn, Moghadam, Presser, Segal (Sociology); Bouvier, Cypess, Peres (Spanish and Portuguese Languages and Literature); Coustaut, Gillespie, Schuler (Theatre); Weil (Center for Women in International Security); Ryan (Writing Center)

The Women's Studies Program is an interdisciplinary academic program designed to examine the historical contributions made by women, reexamine and reinterpret existing data about women, and introduce students to the methodology of feminist scholarship. The program offers interdisciplinary courses on women, encourages the offering of courses on women in other disciplines, and promotes the discovery of new knowledge about women. Women's Studies courses challenge students to question traditional knowledge about women and men and to examine differences among women. Students gain an understanding of and respect for differences in human lives as they encounter issues of diversity in the classroom: age, ability, class, ethnicity, race, religion, and sexual preference.

Requirements for the Major

The Women's Studies major offers students a coherent but flexible program of study examining scholarship and theory on the history, status, contributions, and experiences of women in diverse cultural communities, and on the significance of gender as a social construct and as an analytical category. Drawing from approximately fifty course, many of which are crosslisted with other academic units, students will have the opportunity to design an emphasis within the major relevant to their special interests. Students will earn a total of 39-42 credit hours, distributed as indicated below. A number of courses may count in more than one category. At least 30 credit must be at or above the 300 level. No course with a grade less than C may be used to satisfy the major. Students will design their programs in consultation with a Women's studies advisor. Advising is mandatory.

1. Foundation Courses (18 credit hours)

WMST 200: Introduction to Women's Studies: Women and Society...	(3)
OR	
WMST 250: Introduction to Women's Studies: Women, Art & Culture	(3)
WMST 300: Feminist Reconceptualizations	(3)
WMST 350 Feminist Education Practicum and Analysis	(6)
OR	
WMST 380: Women's Studies Field Work and Analysis	(6)
WMST 400: Theories of Feminism	(3)
WMST 488: Senior Seminar	(3)

2. Distributive Courses (9 credit hours)

Area 1: Arts and Literature

WMST 241: Women Writers of French Expression in Translation (X-listed as FREN 241)	(3)
WMST 250: Introduction to Women's Studies: Women, Art, and Culture	(3)
WMST 255 Introduction to Literature by Women (X-listed as ENGL 255)	(3)
WMST 275: World Literature by Women (X-listed as CMLT 275)	(3)
WMST 281: Women in German Literature and Society (X-listed as GERM 281)	(3)
WMST 348: Literary Works by Women	(3)
WMST 408: Special Topics in Literature by Women before 1800 (X-listed as ENGL 408)	(3)
WMST 444: Feminist Critical Theory (X-listed as ENGL 444)	(3)
WMST 448: Special Topics in Literature by Women of Color* (X-listed as ENGL 448)	(3)
WMST 458: Special Topics in Literature by Women after 1800 (X-listed as ENGL 458)	(3)
WMST 466: Feminist Perspective on Women in Art (X-listed as ARTH 466)	(3)
WMST 468: Feminist Cultural Studies	(3)
WMST 481: Femmes Fatales and the Representation of Violence in Literature (X-listed as FREN)	(3)
WMST 496: African American Women Filmmakers* (X-listed as THET 496)	
FREN 482: Gender and Ethnicity in Modern French Literature	(3)

Area II: Historical Perspectives

WMST 210: Women in America to 1880 (X-listed as HIST 210)	(3)
WMST 211: Women in America Since 1880 (X-listed as HIST 211)	(3)
WMST 212: Women in Western Europe, 1750-present (X-listed as HIST 212)	(3)
WMST 320: Women in Classical Antiquity (X-listed as CLAS 320)	
WMST 453: Victorian Women in England, France, and the United States (X-listed as HIST 493)	(3)
WMST 454: Women in Africa * (X-listed as HIST 494)	(3)
WMST 455: Women in Medieval Culture and Society (X-listed as HIST 495)	(3)
WMST 457: Changing Perceptions of Gender in the US: 1880-1935 (X-listed as HIST 433)	(3)
WMST 492: History of the American Sportswoman: Institutions and Issues (X-listed as KNES 492)	(3)
AASP 498W: Black Women in United States History*	(3)
AMST 418J: Women and Family in American Life	(3)
HIST 309: Proseminar in Historical Writing: Women's History	(3)
HIST 319Z: Special topics in History: Women in the Middle East*	(3)

Area III: Social and Natural Sciences

WMST 200: Introduction to Women's Studies: Women and Society	
WMST 313: Women and Science (X-listed as ZOOL 313)	(3)
WMST 325: Sociology of Gender (X-listed as SOCY 325)	(3)
WMST 326: Biology of Reproduction (X-listed as ZOOL 326)	

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WMST 336: Psychology of Women (X-listed as ZOOL 326)	(3)
WMST 360: Caribbean Women*	(3)
WMST 410: Women in the African Diaspora*	(3)
WMST 420: Asian-American Women*	(3)
WMST 425: Gender Roles and Social Institutions	(3)
WMST 430: Gender Issues in Families (X-listed as FMST 430)	(3)
WMST 436: Legal Status of Women (X-listed as GVPT 436)	(3)
WMST 452: Women and the Media (X-listed as JOUR 452)	(3)
WMST 471: Women's Health (X-listed as HLTH 471)	(3)
WMST 493: Jewish Women in International Perspective*	(3)
WMST 494: Lesbian Communities and Difference*	(3)
AASP 498F: Special Topics in Black Culture: Women and Work*	(3)
CCJS 498: Special Topics in Criminology and Criminal Justice: Women and Crime	(3)
COMM 324: Communication and Gender	(3)
SOCY 498W: Special Topics in Sociology: Women in the Military	(3)
*Fulfills Women's Studies Multi-Cultural Requirement	

3. Courses in Cultural Diversity

Students will select two courses for a minimum of 6 semester credit hours. Approved courses are noted with an asterisk in section 2, above. Courses in this category may overlap with other requirements

4. Student-Developed Emphasis

Each student, with the help of a Women's Studies advisor, will design an emphasis consisting of at least three courses or nine semester credit hours. Courses in this category may overlap with other requirement. Courses will ordinarily be drawn from those approved for the major. In some instances, students may secure permission from the Women's Studies advisor to include other courses.

5. Electives

Students should select their elective from the full list of courses for the major. The number of credit hours will vary depending on the individual student's program, but should bring the total number of semester credit hours to at least 39.

Honors

The Honors Program is designed to give students the opportunity to pursue rigorous interdisciplinary research and writing. Interested students who have a GPA of at least 3.0 should apply to the program in their junior year. Students are required to take six credits of upper-level honors or honors-options courses and honors seminars (WMST 488H), as well as write and defend a thesis. Contact the Academic Advisor for further information.

Advising

Undergraduates in good academic standing may enroll in the Women's Studies Program or obtain more information about available options and services by contacting Undergraduate Academic Advisor, Women's Studies Program, 2101 Woods Hall, University of Maryland, College Park, Maryland 20742, (301) 405-6877.

Course Code: WMST

ZOOLOGY

Departments in the College of Life Sciences have been reorganized. Courses in zoology are now offered by the Department of Biology.

CAMPUS-WIDE PROGRAMS

Air Force Aerospace Studies Program (ROTC)
2126 Cole Student Activities Bldg., (301) 314-3242

Director: Moses
Assistant Professors: Christ, Klose, Shick
Staff: Condon, Graves

The Air Force Reserve Officers Training Corps (ROTC) provides two programs for college men and women to earn a commission as a Second Lieutenant in the United States Air Force while completing their University degree requirements. To enter the AFROTC program, students should inform their adviser, and register for classes in the same manner as for other courses.

Four-Year Program

This program is composed of a General Military Course (GMC) and a Professional Officer Course (POC). The first two years (GMC), normally for freshmen and sophomores, give a general introduction to the Air Force and the various career fields. Students enrolled in the GMC program incur no obligation and may elect to discontinue the program at any time. The final two years (POC) concentrate on the development of leadership skills and the study of United States defense policy. Students must compete for acceptance into the POC. Students enrolled in the last two years of the program are eligible for an AFROTC scholarship.

Students in the four-year program who successfully complete the first two years of the program and are accepted into the POC program must attend four weeks of field training at a designated Air Force base during the summer after completing their sophomore year of college.

Two-Year Program

This program is normally offered to prospective juniors but may be taken by seniors and graduate students. The academic requirements for this program are identical to the final two years of the four-year program and students are eligible to receive the same benefits. During the summer preceding entry into the program, all candidates must attend six weeks of field training at a designated Air Force base. Students should start the application process as soon as possible—not later than the January prior to joining the cadet corps.

THE CURRICULUM

General Military Course (GMC)

Freshman year—ARSC 100 (Fall) and ARSC 101 (Spring). These courses introduce the student to the roles of the Department of Defense and the U.S. Air Force in the contemporary world. Each one-credit course consists of one hour of academic class and two hours of Leadership Laboratory each week.

Sophomore year—ARSC 200 (Fall) and ARSC 201 (Spring). ARSC 200 provides an historical review of air power employment in military and nonmilitary operations in support of national objectives and a look at the evolution of air power concepts and doctrine. ARSC 201 examines concepts of leadership, ethics, and quality. Each one-credit course consists of one hour of academic class and two hours of Leadership Laboratory each week.

Professional Officers Course (POC)

Junior year—ARSC 310 (Fall) and ARSC 311 (Spring). 3 credits per semester. Course introduces students to management and leadership theory and application. Leadership laboratory participation is required for AFROTC cadets.

Senior year—ARSC 320 (Fall) and ARSC 321 (Spring). 3 credits per semester. Course reviews history of American defense/foreign policy. Second semester concentrates on ethics, military justice, officership and related issues. Leadership laboratory participation is required for AFROTC cadets.

All Aerospace courses are open to any university student for credit whether or not he or she is in the AFROTC Program. Students who are not in the AFROTC Program do not attend the Leadership Laboratory.

General Requirements for Acceptance into the POC

The student must complete the General Military Course and the field training session, pass the Air Force Officer Qualifying Test, be physically qualified, be in good academic standing, meet age requirements and be a U.S. citizen. Successful completion of the Professional Officer Course and a bachelor's degree or higher are prerequisites for a commission as a Second Lieutenant in the United States Air Force. Additional information may be obtained by telephoning the Office of Aerospace Studies, (301) 314-3242.

Scholarships

AFROTC scholarship programs provide four-, three-, and two-semester scholarships to students on a competitive basis. Scholarships are available in many fields and are based on merit. Those selected receive tuition, lab expenses, incidental fees, and book allowance plus a non-taxable monthly allowance of \$200.

Any student accepted by the University of Maryland may apply for these scholarships. AFROTC membership is required to receive an AFROTC scholarship.

AFROTC Awards

AFROTC cadets are eligible for numerous local, regional, and national awards. Many of these awards include monetary assistance for school.

Course Code: ARSC

STUDY ABROAD PROGRAMS

3125 Mitchell Bldg., (301) 314-7746

E-mail: studyabr@deans.umd.edu

<http://www.inform.umd.edu/INTL/studyabroad>

Coordinator: Rick Weaver

The goal of the Study Abroad Office is to enable students to incorporate a summer, winter, semester, or year abroad into their degree program at Maryland. Study abroad increases awareness of other cultures and languages while providing a comparative international perspective. Many students find study abroad essential for their major or career plans. Others view it as part of their liberal arts education.

Advising and Information

The Study Abroad Office provides handouts and advising on the wide variety of programs available. A small library provides information on programs offered by other universities. The office assists students in obtaining credit for their experience abroad. All students can use study abroad to enrich their programs and to fulfill CORE requirements and electives.

Maryland Study Abroad Semester/Year Programs

Study in London: The curriculum consists of courses in the humanities, business, social sciences, and sciences. Students live in dorms, in flats with other program participants, or with a British family to increase their immersion in British life. Fall and spring semesters.

Study in Nice, France: Offers French language courses for foreigners and regular courses at the University of Nice for students with sufficient French language background. Year and spring semester.

Study in Mexico City: Offers Spanish language and Latin American studies courses. Fall and spring semesters.

Study in Alcalá, Spain: Offers Spanish language and culture studies at the University of Alcalá de Henares. Students may enroll in an internship or in a course in Spanish literature, business, or civilization. Spring semester.

Study in Tel Aviv, Israel: Offers a semester of study in Israel. Students attend Tel Aviv University where they take courses taught in English that focus on Israeli and Middle East studies. Fall and spring semesters.

Study in Rome, Italy: Students take courses in English at the American University of Rome. AUR offers instruction in the liberal arts, business, Italian language and culture, and international studies. Fall and spring semesters.

Study in Brazil: Offers a summer and fall semester at the Catholic University of Rio de Janeiro to take regular university courses offered in Portuguese.

Denmark's International Study Program: Maryland acts as a coordinator for DiS in Copenhagen, which offers courses in English focusing on humanities and social sciences, engineering, international business, marine biology, and environmental studies. Students are housed with families or in dorms. Fall and spring semesters.

German and Engineering: As part of the dual degree program, students spend six months in Germany studying the language and completing an

internship with an engineering company. A two-month intensive technical German language study is followed by four months' paid internship in Germany. Spring semester.

Winterterm

New and exciting programs are offered every year. At the time of printing, Winterterm 2001 programs were being developed. In 2000, the following programs were offered:

Study in Belize: Mayan Culture, Tropical Rainforests, and Coral Reefs: Part one of this course explores present day archeological sites related to Mayan culture. In the second part, students study the tropical environment of Belize.

Study in Costa Rica: Sustainable Tropical Agro-Ecosystems: Students explore the ecosystems and economic and environmental resource interrelationships in the context of a global economy.

Cuba: The Cuban Revolution – Politics and Society: This course examines the origins and implications of the Cuban Revolution. One week of study on campus is followed by two weeks in Havana where participants have the opportunity to interact with scholars, government officials, and students.

Study in Germany: Business, Politics and the European Union: The course focuses on the European Union and the central roles that European and German history, politics, culture and business have played in its emergence and evolution.

Grenada: Caribbean Literature: Students explore the social and political context of two Caribbean texts while exploring the history and culture of Grenada.

Honduras: Hands-on Projects in Sustainable Development Students gain knowledge about development problems in a tropical environment. Most program activities take place on the Zamorano campus or in the surrounding Yeguaré watershed.

Japan: A View from the Performing Arts: Performing arts groups serve as examples of individual, group and social interaction in Japan. The class visits performances, historical sites, and meets with Japanese people related to the performing arts.

Study in Mexico: Social Change and Mobilization: In Mexico City, students are introduced to changing patterns of social inequality, the process of adopting democratic institutions and processes, and emerging social movements.

Study in Vietnam: The Five Faces of Vietnam: Participants explore the political, cultural, and economic life of contemporary Vietnam as well as the legacies of the American war in Vietnam.

Summer Programs

Architecture Abroad: The School of Architecture sponsors various summer study programs which allow students at an advanced undergraduate and graduate level to deal creatively with architectural issues in a foreign environment. Program locations vary, but include Tunisia, Turkey, and Western Europe.

Costa Rica: This 10-week course offers students the opportunity to live and work in a developing region of Costa Rica while studying a multi-disciplinary program of architecture, planning, resource management, international development, and women's issues.

Summer in Germany: The Department of Germanic Studies sponsors a five-week intensive language and culture program in Germany.

Israel: Students work with the Combined Caesarea Expeditions to excavate the terrestrial and harbor remains of ancient Caesarea. Training is provided in all aspects of archeological fieldwork.

Summer in Taxco, Mexico: The Department of Spanish and Portuguese sponsors a six-week intensive Spanish language program for students at the elementary and intermediate levels.

South Africa: This course focuses on three phases of the South African post-independence period and includes discussion and field trips to meet with current political leaders and non-governmental agencies.

Summer in Spain: The Department of Spanish and Portuguese sponsors a five-week intensive language and culture program in Spain.

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Honors in Kiplin Hall, England: Offers a survey of British history, culture, and literature in London and Kiplin Hall for Honors students.

Exchanges

The Study Abroad Office administers reciprocal exchanges with specific universities overseas. These exchanges are often related to academic departments and require extensive language or academic background. All the exchanges require at least a 3.0 grade point average. Exchanges are available with the following British Universities: King's College for Engineering and Physics majors; University of Kent for government and politics majors; Kingston University for chemistry majors; University of Sheffield for English majors and American studies majors; University of Lancaster for math majors; University of Bristol for philosophy majors; University of Surrey for sociology majors; and University of Liverpool for history majors. In Japan, Keio University for intensive Japanese language, and Hiroshima and Chiba universities for the humanities, social sciences, and sciences and engineering. In Korea, Yonsei University. In Germany, the University of Tübingen and the Gesamthochschule Kassel. In Austria, the University of Vienna. In Spain, University of Alcalá for students in Business. In Sweden, Uppsala University.

UNDERGRADUATE STUDIES

University Honors Program

Anne Arundel Hall, (301) 405-6771/3
<http://www.inform.umd.edu/EdRes/Colleges/HONR>

Director: Mack

The University Honors Programs offers the most talented students on campus special educational opportunities and resources. Honors students combine Honors course work with regular electives and studies in their major to deepen their total educational experience. First- and second-year undergraduates broaden their intellectual horizons by selecting Honors seminars and Honors versions of regular courses in the arts and sciences, most of which fulfill CORE (general education) requirements. They may earn the Honors Citation by fulfilling all requirements in five semesters. Juniors and seniors may continue taking Honors seminars, teach in two one-credit colloquia for first-year students, and apply to more than 30 departmental or college Honors programs that provide opportunities to work closely with faculty mentors on independent research projects.

Honors seminars offer small (12-20 students) academic experiences characterized by active participation, intensive writing, and faculty who encourage critical thinking and reflective learning. A course entitled *Knowledge and Its Human Implications* provides second-semester Honors students with the option of a challenging, interdisciplinary common intellectual experience.

Anne Arundel Hall, the Honors Living/Learning Center, houses 100 of the Honors students, program staff, scholar-in-residence, computer lab, Portz Library, seminar rooms, and lounges. Other Honors students live and study together in Queen Anne's Hall, Denton Hall and on designated Honors floors in various other residence halls.

Qualified first-year entering students are invited into Honors; transfer students with between 12 and 30 credits (excluding AP credits) will be considered for admission. Transfer students with more than 30 credits transferring from an Honors program in their previous school should contact the University Honors Program for information about campus Honors opportunities. Most departmental and college Honors programs begin in the junior year. Please contact departments or colleges directly for admission requirements.

For more information, write Director, University Honors Program, Anne Arundel Hall, University of Maryland, College Park, Md., 20742, or call 301-405-6771.

Gemstone

2157 A.V. Williams Building, (301) 405-8047
<http://www.isr.umd.edu/gemstone/>

Faculty Director: Dr. Christopher Davis

The Gemstone program brings together the top undergraduate honors students from many disciplines, including business; engineering; journalism; the social sciences; agriculture and natural resources; the arts and sciences; computer, mathematical, and physical sciences; and the life

sciences. As first-year students, Gemstone participants form interdisciplinary teams that work with a faculty mentor for three years analyzing and investigating important societal problems. Gemstone students enjoy a stimulating living/learning environment on special Gemstone floors in the residence halls. The culmination of the project is a book-length team thesis completed in the senior year. The senior year also includes a research conference. Prior to graduation, a final presentation will be made to an evaluation panel of faculty advisers and experts in area of study.

Gemstone projects vary from year to year. Recent teams have worked on issues including next generation mass transportation, reclamation of the Chesapeake Bay, and information technology and medicine. Gemstone students enroll in a series of three three-credit, specially-designed courses that examine the relationship between technological innovation and society from historical, sociological, and economic perspectives. Under the guidance of a faculty mentor, each Gemstone team focuses its research on challenges associated with technological change and its role in driving societal change. The interdisciplinary nature of the teams will enable examination of these issues from different perspectives. Additionally, students enroll in two-credit seminars where each team meets regularly with the faculty mentor.

For additional information, please contact Dr. Vickie Claflin, Assistant Director, Gemstone Program, at the address and phone number above or by E-mail at vclaflin@isr.umd.edu.

Honors Humanities

For information, please see College of Arts and Humanities entry in chapter 6.

College Park Scholars Program

1125 Cumberland Hall, (301) 314-CPSP (2777)
<http://www.inform.umd.edu/SCHOLAR>

Executive Director: Katherine C. McAdams

College Park Scholars is an innovative two-year living/learning program for academically talented students. Admission is by invitation. Upon admission to the program, College Park Scholars choose one of the multidisciplinary academic programs as a focus, and have an opportunity to live together with other students in that program in specially designated Scholars' residence halls. For Fall 2000, 12 programs are available:

Advocates for Children
American Cultures
Arts
Business, Society, and the Economy
Earth, Life and Time
Environmental Studies
International Studies
Life Sciences
Media, Self and Society
Public Leadership
Science, Discovery, and the Universe
Science, Technology and Society

Students in each program attend weekly, faculty-led colloquia focused on thematic topics related to their Scholars' program. The colloquia are interactive, engaging students in discussion and debate with prominent experts in various fields. Students also have an opportunity to enroll in specially designed sections of the first-year writing courses. The various College Park Scholars curricula allow students to fulfill their general education (CORE) requirements by choosing clusters of courses with their theme in mind. Every program has an experiential learning component; Scholars choose from independent research projects with their faculty mentors, service learning projects, and a variety of internships both on and off campus.

The College Park Scholars' residence halls form a collaborative living/learning community where students meet faculty in their offices, organize study groups on their floors, and join guest speakers for dinner in the dining hall. A diverse student population enriches all the Scholars' experiences, and directors encourage students with different experiences and backgrounds to take leadership roles in both the curricular and extracurricular programs. In addition, students in all the programs are offered opportunities to participate in faculty-led study abroad experiences between semesters or during the summer.

College Park Scholars are encouraged to take advantage of global access to information through the Internet and World Wide Web connections available in the residence halls. Students use internet resources to communicate with their faculty directors, other students, and experts and data from across the country and around the world.

At the successful completion of the Scholars curriculum, students receive a College Park Scholars citation on their transcript. Then, in their junior year, College Park Scholars have an opportunity to apply to their departmental or college honors programs.

For more information on any of the programs identified above, please write to Executive Director, College Park Scholars, 1125 Cumberland Hall, University of Maryland, College Park, MD 20742-9331, or call (301) 314-2777.

Individual Studies Program (IVSP)

Division of Letters and Sciences
1117 Hornbake Library, (301) 314-9403

IVSP Coordinator: Lisa Tenley

The Individual Studies Program provides an opportunity for students to create and complete individualized majors. To be accepted into the program, a student must:

- 1) have a clearly-defined academic goal which cannot reasonably be satisfied in an existing curriculum at College Park;
- 2) be able to design, with faculty assistance, a sequence of courses and other learning experiences which is judged to have adequate substance for the awarding of a degree in the special field of study; and
- 3) have at least a 2.0 GPA and earn a minimum grade of C in designated major courses.

Most IVSP majors are either a form of "area study" utilizing offerings from many departments, or a clear combination of two or more disciplines. Many include internships or independent study projects in the program. All work is done under the supervision of a faculty adviser.

Applicants are required to write a detailed prospectus outlining their proposed program of study. They must meet the general education requirements according to year of entry. The process of applying often involves considerable consultation and several drafts of a prospectus, so it should be begun as early as possible. Students may be admitted to the Individual Studies Program after completion of 30 college credits (15 of which must be at the University of Maryland) at the University of Maryland, College Park, and must be officially approved by the Individual Studies Faculty Review Committee prior to the final 30 credits. Individual Studies programs must be approved before students can declare Individual Studies as a major.

Individual Studies provides three courses specifically for its majors: IVSP 317, a one-credit progress report graded Satisfactory/Fail; IVSP 318, an independent study course which students can use for a variety of out-of-class internship and research opportunities (a variable-credit course, it may be taken for a total of nine credits towards the degree); and IVSP 420, Senior Paper/Project, required for all students during the final semester. The project is evaluated by three faculty members.

More information on requirements and procedures is available from Lisa Tenley, IVSP Coordinator, 1117 Hornbake Library, (301) 314-9403 or (301) 314-9881.

Course Code: IVSP

PRE-PROFESSIONAL PROGRAMS

(Pre-Dental Hygiene, Pre-Dentistry, Pre-Biomedical Science Research and Medical Technology, Pre-Nursing, Pre-Occupational Therapy, Pre-Optometry, Pre-Osteopathic Medicine, Pre-Pharmacy, Pre-Physical Therapy, Pre-Physician Assistant, Pre-Podiatric Medicine, Pre-Veterinary Medicine)

Advising for Law and the Health Professions
Division of Letters and Sciences

Assistant Director for Pre-Professional Advising: Harriet Nokuri
0110 Hornbake Library, (301) 405-2793, Preprof@deans.umd.edu
Health Professions Advisors: Christy Botdorf, Harriet Nokuri
Law Advisor: Jeff VanCollins
<http://www.inform.umd.edu/ugradstudies/LettersSciences/lawhealth.html>

General Information

Pre-professional programs are designed to provide the necessary academic foundation required for entrance into professional schools. Some students may be admitted to professional programs after two to three years of study but most students are admitted only after the completion of a bachelor's degree.

All pre-professional programs are advisory ONLY and, except in certain limited circumstances as described herein, these programs may not be declared as the official undergraduate major. No specific major is required, favored, or preferred by professional schools. The pre-professional advisers can provide guidance concerning the choice of major. Undecided students may enter the Division of Letters and Sciences until they select a major.

Of particular interest to health professions students, the University of Maryland, College Park, offers the opportunity to complete courses required for admission into professional programs. **However, the University of Maryland, College Park, does not offer an academic degree (nor certificate/diploma) in any of the aforementioned pre-professional areas. Students who intend to apply to a professional curriculum must adhere to the policy set forth by the University of Maryland which states that students have until the accumulation of 56 credits to declare a degree granting major.**

Pre-professional students may select from any of the degree-granting majors offered at the University of Maryland, College Park, in deciding an appropriate major. Most professional schools tend to allow student discretion in selecting a major and do not give preference to one major over another. Popular majors for each of the pre-professional areas have been indicated within each subcategory. The academic advisors in the Division of Letters and Sciences and the pre-professional advisers can assist students in this process.

Successful completion of a pre-professional program at College Park does not guarantee admission to any professional school. Each professional school has its own admissions requirements and criteria, which may include grade point average in undergraduate courses, scores on admissions tests, a personal interview, faculty recommendations, and/or an evaluation from the pre-professional adviser. For admissions requirements, the student is urged to study the catalog of each professional school to which they will be applying.

All students are welcome to use the Law and Health Professions Resource Room in 0110 Hornbake for information on careers and professional schools across the country.

Pre-Dental Hygiene

Advisor: Christy Botdorf

Please read the General Information concerning pre-professional programs under the Pre-Professional Programs subcategory.

The Pre-Dental Hygiene program is designed to prepare students for entrance into a professional curriculum for Dental Hygiene at institutions that offer Bachelor of Science in Dental Hygiene programs. **Pre-Dental Hygiene is not intended as a Pre-Dental major.** Pre-Dental Hygiene is not a degree-granting program at the University of Maryland, College Park.

A Baccalaureate degree program for a Bachelor's of Science in Dental Hygiene (BS-DH) follows a 2+2 model program. Students may complete two years of prerequisite courses at the University of Maryland, College Park, and then apply for admission into a professional school to complete two years of professional coursework, which includes classroom, laboratory, and clinical education.

University of Maryland students also have the option of completing a four-year degree at College Park in their selected major, in addition to completing dental hygiene prerequisites. This is the 4+2 model program. In this case, students who complete degree requirements in their chosen major as well as the pre-dental hygiene prerequisites, would have a degree from the University of Maryland, College Park in their chosen major in addition to the professional school prerequisites necessary for entrance into a professional dental hygiene program. Upon completion of a professional dental hygiene program, the student would be conferred a Bachelor's of Science in Dental Hygiene degree from said program.

Popular majors for students interested in dental hygiene include biology, health, and nutrition and food science. However, any major is suitable as long as all prerequisite courses are completed. The Health Professions advisors will assist students in making an appropriate major selection.

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Prerequisites of professional schools are subject to change; therefore, students are strongly encouraged to contact professional programs for the most current requirements. Contact the American Dental Hygienists' Association or the American Dental Association for specific information about individual BS-DH program prerequisites. Students may also visit the Health Professions resource library in 0110 Hornbake for professional school information. Admission to professional schools is competitive and is not guaranteed by the University of Maryland, College Park. Note: The University of Maryland at Baltimore offers a professional-level dental hygiene program.

American Dental Hygienists' Association
444 N. Michigan Avenue, Suite 3400
Chicago, IL 60601
<http://www.adha.org>

American Dental Association
211 E. Chicago Avenue
Chicago, IL 60611-2678
<http://www.ada.org>

Some prerequisite courses usually required by most professional phase Dental Hygiene programs include, but are not limited to:

General Biology
Human Anatomy and Physiology
Inorganic and Organic Chemistry
Microbiology
Principles of Nutrition
Public Speaking
English Composition
Statistics
Introduction to Sociology
Introduction to Psychology

Pre-Dentistry

Adviser: Nokuri

The pre-professional program for pre-dental students is a program of advising for students preparing to apply to dental school. The advice is based on requirements and recommendations of American dental schools and the requirements for a baccalaureate at College Park.

The recommendations made during advising are meant to prepare the student to take the Dental Admissions Test (DAT) in the spring of the junior year. Application to dental school is made during the summer-fall of the senior year. In addition to faculty letters of recommendation, most admissions committees request or require an evaluation from the student's pre-dental adviser. It is important, therefore, for the student to contact the pre-dental adviser early in the academic career and to become familiar with the proper procedures necessary in the evaluation and application process.

For more information on the pre-dental advising program, contact the Pre-Dental Adviser, 1117/0110 Hornbake Library, University of Maryland, College Park, MD, 20742, (301) 405-2793.

There are two ways to prepare for admission to dental school: a four-year program is preferable, but a three-year program is possible.

Four-Year Baccalaureate Program

Most pre-dental students at College Park complete a four-year undergraduate degree prior to entrance into dental school. Students are encouraged to pursue a diversified curriculum, balancing humanities courses with science and mathematics courses. No specific major is required, favored, or preferred by dental school admissions committees.

The four-year student will plan an undergraduate experience which includes courses to satisfy major and supporting area requirements, general education requirements, and the dental school admission requirements. The student's academic adviser will advise about the first two topics, while the Pre-Dental Adviser will advise about dental school admission requirements.

Although specific admission requirements vary somewhat from dental school to dental school, the undergraduate courses which constitute the basic admission requirements and which prepare the student for the DAT are the following:

	Semester Credit Hours
ENGL 101 and 391—English Composition	3, 3
CHEM 103,113—General Chemistry I, II	4, 4
CHEM 233, 243—Organic Chemistry I, II	4, 4
PHYS 121, 122 or PHYS 141, 142—Physics	4, 4
Biology, minimum*	8

*Although the minimum biology requirement is eight credits, the successful applicant will have more, including advanced training in biological sciences at the 300- to 400-level. BIOL 101, 102, and 124, and MICB 100 should not be taken to meet this requirement.

Three Year Arts-Dentistry Degree Program

At the beginning of their third year, students whose performance during the first two years is exceptional may consider applying to the University of Maryland School of Dentistry after three years of college work rather than the usual four, under the combined arts-dentistry program. By the end of the third year at College Park, the student must have earned 90 academic credits, the last 30 of which must have been earned in residence. Within the 90 credits, the student must have completed all the general education requirements. In addition, because there are certain basic admission requirements which also prepare the student for the Dental Admissions Test, the 90 credits would include the following:

	Semester Credit Hours
CHEM 103,113—General Chemistry I, II	4, 4
(or CHEM 143, 153—General and Analytical Chemistry I, II)	5, 5
CHEM 233, 243—Organic Chemistry I, II	4, 4
PHYS 121, 122—Fundamentals of Physics I, II	4, 4
(or PHYS 141, 142—Principles of Physics I, II)	8
*Biological Science (minimum)	

*Although the minimum biology requirement is eight credits, the successful applicant will likely have more, including advanced training in biological sciences at the 300-400 level. PBIO 100 and 101, BIOL 101 and 102, and MICB 100 may not be taken to meet this requirement. It should also be noted that many other schools of dentistry require mathematics (Calculus). Additional courses in biological sciences are suggested.

Incoming students interested in this three-year combined degree program are strongly urged to consult the pre-dental adviser before registration for the first semester at College Park.

Students accepted in the combined arts-dentistry program receive the B.S. degree (Arts-Dentistry) after satisfactory completion of the first year at the University of Maryland School of Dentistry upon the recommendation of the Dean of the School of Dentistry and approval of the University of Maryland, College Park. The Bachelor of Arts degree is awarded by the University of Maryland, College Park in August following the first year of dental school. The courses of the first year of dental school constitute the major; the courses listed above constitute the supporting area.

Participation in the first three years of the combined degree program at College Park in no way guarantees admission to the University of Maryland School of Dentistry. Three-year students compete with four-year students for admission. It is therefore desirable to ensure that the work of the first three years be selected in such a way that the requirements of one of the normal College Park majors can be completed during a fourth year at College Park.

Pre-Law

1117 Hornbake Library, (301) 405-2793/(301) 314-8418
Adviser: Jeff VanCollins

Most law schools prefer applicants with a B.A. or B.S. degree; however, in some cases law schools will consider truly outstanding applicants with only three years of academic work. Most law schools do not prescribe specific courses which a student must present for admission, but do require that the student follow one of the standard programs offered by the undergraduate college. Law schools require that the applicant take the Law School Admission Test (LSAT), preferably in July, October, or December of the academic year preceding entry into professional school.

Four-Year Baccalaureate Program

No particular undergraduate major or special undergraduate courses are prerequisites for admission into law school. Students are encouraged to select a major in which they have a strong interest and expect to perform well. Course selections should be guided by the need to develop skills which are essential in preparing to perform well in law school, on the Law School Admissions Test (LSAT), and ultimately as a lawyer. These skills include imaginative and coherent thinking, critical reasoning, accurate and perceptive reading, and a strong command of the spoken and written language, including grammar. A broad liberal arts background with evidence of a high quality of work will provide a strong foundation for law school.

Three-Year Arts-Law Degree Program

The University of Maryland, College Park, has cooperative agreements with the University of Maryland, School of Law and the University of Baltimore Law School that allow College Park students enrolled in any recognized major who meet certain requirements to enter law school **before obtaining the undergraduate degree**.

Requirements that must be completed **before** the beginning of the first semester of law school are (1) at least 90 undergraduate credits, 30 of which must be earned at College Park; (2) completion of all university and general education requirements; (3) 18 credits in one department applicable to a recognized major with at least six of those credits at the 300/400 level; and (4) minimum grades of C achieved in courses in the major field.

Students who fulfill these requirements may apply directly to the University of Maryland, School of Law and/or the University of Baltimore Law School. If applying to either of these programs, the optimal time to take the LSAT is the June preceding the student's junior year. Application to law school is then made in the fall semester of the junior year.

If accepted by the law school, the student begins law school without an undergraduate degree. Upon successful completion of the first year of law school, the student may apply for the baccalaureate by returning to the College Park campus and providing official transcripts of the first year of law school. Credits earned during the first year of law school are treated as if they had been earned at College Park. If the student's total credits meet the above requirements and total at least 120, the student will be awarded an undergraduate degree certifying completion of the Arts/Law program.

This accelerated program is available only with University System of Maryland schools and will not be an option for all students. Students considering this program should make an appointment to meet with the pre-law adviser as soon as possible.

For additional information, contact the Pre-Law Adviser, 1117/0110 Hornbake Library, (301) 405-2793.

Pre-BioMedical Science Research and Medical Technology

Adviser: Christy Botdorf

Please read the General Information concerning pre-professional programs under the Pre-Professional Programs subcategory.

The pre-biomedical science research and medical technology program is designed to prepare students for entrance into the professional curriculum for medical technologists and biotechnologists. Pre-Medical Technology is not a degree-granting program at the University of Maryland, College Park.

A Baccalaureate degree program for a Bachelor's of Science in Medical Technology (BS-MT) generally follows a 2+2 model program. Students may complete two years of prerequisite courses at the University of Maryland, College Park and then apply for admission into a professional school to complete two years of professional coursework, which includes classroom, laboratory, and clinical education.

University of Maryland students also have the option of completing a four-year degree at College Park in their selected major, in addition to completing medical technology prerequisites. This is the 4+2 model program. In this case, students who complete degree requirements in their chosen major as well as the pre-medical technology prerequisites, would have a degree from the University of Maryland, College Park, in their chosen major in addition to the professional school prerequisites necessary for entrance into a professional medical technology program. Upon completion of a professional medical technology program, the student would be conferred a Bachelor's of Science in Medical Technology degree from said program.

Popular majors for students interested in medical technology include biology, cell and molecular biology, chemistry, and microbiology. However, any major is suitable as long as all prerequisite courses are completed. The Health Professions advisors will assist students in making an appropriate major selection.

Prerequisites of professional schools are subject to change; therefore, students are strongly encouraged to contact professional programs for the most current requirements. Contact the American Medical Technologists or the National Accrediting Agency for Clinical Laboratory Sciences for specific information about individual BS-MT program prerequisites. Students may also visit the Health Professions resource library in 0110 Hornbake for professional school information. Admission to professional schools is competitive and is not guaranteed by the University of Maryland, College

Park. Note: The University of Maryland at Baltimore offers a professional-level medical technology program.

American Medical Technologists
710 Higgins Road
Park Ridge, IL
60068-5765
847-823-5169

National Accrediting Agency for Clinical
Laboratory Sciences
8410 W. Bryn Mawr Ave., Suite 670
Chicago, IL 60631

Some prerequisite courses usually required by most professional phase Medical Technology programs include, but are not limited to:

General Biology
Human Anatomy and Physiology
Inorganic and Organic Chemistry
Microbiology
Statistics
English Composition
Humanities Courses
Behavioral & Social Science Courses

Pre-Medicine

Adviser: Nokuri

The pre-professional program for pre-medical students is a program of advising for students preparing to apply to medical school. The advice is based on requirements and recommendations of American medical schools and the requirements for a bachelor's degree at College Park. The pre-medical adviser is prepared to assist students in setting career objectives, selecting undergraduate course work to meet the admissions criteria of the professional schools, and in all phases of the application process itself.

The recommendations made during advising are meant to prepare the student to take the Medical College Admission Test (MCAT) in the spring of the junior year or the following summer. Application to medical school is made during the summer-fall of the senior year. Medical school admissions committees generally request or require an evaluation from the student's pre-medical adviser. It is important, therefore, for the student to contact the pre-medical adviser early in the academic career and to become familiar with the proper procedures necessary in the evaluation and application process.

For more information on the pre-medical advising program, contact the Pre-medical Adviser, 1117/0110 Hornbake Library, The University of Maryland, College Park, MD 20742, (301) 405-2793.

There are two ways to prepare for admission to medical school; a four-year program is preferable, but a three-year program is possible.

Four-Year Baccalaureate Program

Most pre-medical students at College Park complete a four-year undergraduate degree prior to entrance into medical school. Students are encouraged to pursue a diversified curriculum, balancing humanities courses with science and mathematics courses. No specific major is required, favored, or preferred by medical school admissions committees.

The four-year student will plan an undergraduate experience which includes courses to satisfy major and supporting area requirements, general education requirements, and the medical school admission requirements. The student's academic adviser will advise about the first two topics, while the pre-medical adviser will advise about medical school admission requirements.

Although specific admission requirements vary somewhat from medical school to medical school, the undergraduate courses which constitute the basic admission requirements and which prepare the student for the MCAT are the following:

	Semester Credit Hours
ENGL 101 AND 391, 393, or 395—English Composition	3, 3
CHEM 103, 113—General Chemistry I, II	4, 4
CHEM 233, 243—Organic Chemistry I, II	4, 4
PHYS 121, 122, or PHYS 141, 142—Physics	4, 4
MATH 220, 221, or MATH 140, 141—Calculus	3, 3
or	4, 4
Biology, minimum**	8

*Although calculus is not an entrance requirement of all medical schools and is not included in the MCAT, one year of calculus is strongly recommended for the pre-professional student.

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****Although the minimum biology requirement is eight credits, the successful applicant will have more, including advanced training in biological sciences at the 300-400 level. BIOL 101, 102 and 124, and MICB 100 should **not** be taken to meet this requirement.**

Three-Year Arts-Medicine Degree Program

At the beginning of their third year, students whose performance during the first two years is exceptional may consider applying to the University of Maryland School of Medicine after three years of college work rather than the usual four, under the combined Arts-Medicine program. By the end of the third year at College Park, the student must have earned 90 academic credits, the last 30 of which must have been earned in residence. Within the 90 credits, the student must have completed all the general education requirements. In addition, because there are certain basic admission requirements which also prepare the student for the Medical College Admissions Test (MCAT), the 90 credits would include the following:

	Semester Credit Hours
CHEM 103,113—General Chemistry I, II	4,4
or CHEM 143, 153—General and Analytical Chemistry I, II	5,5
CHEM 233, 243—Organic Chemistry I, II	4,4
PHYS 121, 122—Fundamentals of Physics I, II	4,4
or PHYS 141, 142—Principles of Physics I, II	4,4
MATH 220, 221	3,3
or MATH 140, 141—Calculus	4,4
*Biological Science (minimum)	8

*Although the minimum biology requirement is eight credits, the successful applicant will likely have more, including advanced training in biological sciences at the 300-400 level. PBIO 100, 101, BIOL 101 and 102, and MICB 100 may **not** be taken to meet this requirement. It should also be noted that the best preparation for the MCATs and for admission to most schools would include additional courses in biology.

Incoming students interested in this three-year combined degree program are strongly urged to consult the pre-medical adviser before registration for the first semester at College Park.

Students accepted in the combined Arts-Medicine Program receive the B.S. degree (Arts-Medicine) after satisfactory completion of the first year at the University of Maryland School of Medicine upon recommendation of the Dean of the School of Medicine and approval of the University of Maryland, College Park. The Bachelor of Arts degree is awarded by the University of Maryland, College Park in August following the first year of medical school. The courses of the first year of medical school constitute the major; the courses listed above constitute the supporting area.

Participation in the first three years of the combined degree program at College Park in no way guarantees admission to the University of Maryland School of Medicine. Three-year students compete with four-year students for admission. It is therefore desirable to ensure that the work of the first three years be selected in such a way that the requirements of one of the normal College Park majors can be completed during a fourth year at College Park.

Pre-Nursing

Advisor: Christy Botdorf

Please read the General Information concerning pre-professional programs under the Pre-Professional Programs subcategory.

The Pre-Nursing program is designed to prepare students for entrance into a professional curriculum for Nursing at institutions that offer Bachelor of Science in Nursing programs. Pre-Nursing is not a degree-granting program at the University of Maryland, College Park.

A Baccalaureate degree program for a Bachelor's of Science in Nursing (BSN) follows a 2+2 model program also known as a "Traditional Baccalaureate" program. Students may complete two years (about sixty credits) of prerequisite courses at the University of Maryland, College Park, and then apply for admission into a professional school to complete two years of professional coursework, which includes classroom, laboratory, and clinical education.

University of Maryland students also have the option of completing a four-year degree at College Park in their selected major, in addition to completing about twenty to twenty-five credits of nursing prerequisites. This is the "Second Degree" or "Accelerated Second Degree" model program. In this case, students who complete degree requirements in their chosen major as well as the pre-nursing prerequisites, would have a degree from the University of Maryland, College Park, in their chosen major in addition to the

professional school prerequisites necessary for entrance into an accelerated BSN program. Accelerated Baccalaureate Nursing programs usually take thirteen to sixteen months to complete, whereas the Traditional Nursing programs usually take two years to complete. Upon completion of a professional nursing program, the student would be conferred a Bachelor's of Science in Nursing degree from said program.

Popular majors for students interested in nursing include biology, health, nutrition, physiology and neurobiology, and psychology. However, any major is suitable as long as all prerequisite courses are completed. The Health Professions advisors will assist students in making an appropriate major selection.

Prerequisites of professional schools are subject to change; therefore, students are strongly encouraged to contact professional programs for the most current requirements. Contact the National League for Nursing for specific information about individual nursing program prerequisites. Students may also visit the Health Professions resource library in 0110 Hornbake for professional school information. Admission to professional schools is competitive and is not guaranteed by the University of Maryland, College Park. Note: The University of Maryland at Baltimore offers a professional-level nursing program.

National League For Nursing
61 Broadway
New York, NY 10006
800-669-1656 or 1-212-363-5555
<http://www.nln.org>

Some prerequisite courses usually required by most professional phase, "Traditional" Nursing programs include, but are not limited to:

General Biology
Human Anatomy and Physiology
Inorganic and Organic Chemistry
Microbiology
Principles of Nutrition
English Composition or Literature
Mathematics
Introduction to Psychology
Introduction to Sociology
Human Growth and Development

Pre-Occupational Therapy

Advisor: Christy Botdorf

Please read the General Information concerning pre-professional programs under the Pre-Professional Programs subcategory.

Pre-Occupational Therapy is not a degree-granting program at the University of Maryland, College Park. The Pre-Occupational Therapy program is designed to prepare students for entrance into a professional curriculum for Occupational Therapy at institutions that offer professional advanced degrees, such as master's or doctoral degrees.

Community colleges and technical schools offer associate's degrees or certificates to students who wish to become occupational therapy assistants. Certain colleges offer Bachelor degrees in Occupational Therapy, while some schools offer combined Bachelor's and Master's degree programs.

There are several educational pathways for students who wish to enter the occupational therapy field. University of Maryland students have the option of completing a four-year degree at College Park, in their selected major, in addition to completing occupational therapy prerequisites. After completion of their bachelor's degree and the occupational therapy prerequisites, students can choose to complete a Post-Bachelor's certificate, Master of Science program, or doctoral degree program in Occupational Therapy offered by professional schools. Students should thoroughly research the different educational pathways to determine the best route for their career goals. Some states require a degree in occupational therapy prior to approving licensure to work as an occupational therapist in that state. The certificate cannot be used as a degree. You should be familiar with the laws of the state in which you wish to work if you opt to go the certificate route.

Popular majors for students interested in occupational therapy include biology, health, kinesiology, physiology and neurobiology, and psychology. However, any major is suitable as long as all prerequisite courses are completed. The Health Professions advisors will assist students in making an appropriate major selection.

Prerequisites of professional schools are subject to change; therefore, students are strongly encouraged to contact professional programs for the most current requirements. Contact the American Occupational Therapy Association for specific information about individual program prerequisites. Students may also visit the Health Professions resource library in 0110 Hornbake for professional school information. Admission to professional schools is competitive and is not guaranteed by the University of Maryland, College Park.

The American Occupational Therapy Association
4720 Montgomery Lane, P.O. Box 31220
Bethesda, MD 20824-1220
301-652-2682
<http://www.aota.org>

Pre-Optometry

Adviser: Nokuri

Requirements for admission to schools and colleges of optometry vary somewhat, and the pre-optometry student should consult the catalogs of the optometry schools and colleges for specific admission requirements. A minimum of two years of pre-optometry studies is required for admission to all accredited schools, and about half of the schools require a minimum of three years. At present, more than two-thirds of successful applicants hold a bachelor's or higher degree. Students who contemplate admission to optometry schools may major in any program that the University offers, but would be well-advised to write to the optometry schools of their choice for specific course requirements for admission. In general, pre-optometry students should follow a four-year baccalaureate program which includes the following:

	Semester Credit Hours
Biology and Microbiology and Physiology	4-12
Inorganic Chemistry	8
Organic Chemistry	4-8
Physics	8
Math through differential calculus	6
English	6
Psychology	3-6
Statistics	3
Social Sciences	6

For additional information on pre-optometry studies, contact the Pre-medical Adviser, 1117 Hornbake Library, the University of Maryland, College Park, MD 20742, (301) 405-2793.

Pre-Osteopathic Medicine

Adviser: Nokuri

The pre-professional requirements for osteopathic medical school are essentially identical to those for allopathic medical school, and the student is referred to the pre-medicine discussion above.

For additional information on pre-osteopathy studies, contact the Pre-medical Adviser, 1117/0110 Hornbake Library, the University of Maryland, College Park, MD 20742, (301) 405-2793.

Pre-Pharmacy

Advisor: Christy Botdorf

Please read the General Information concerning pre-professional programs under the Pre-Professional Programs subcategory.

The Pre-Pharmacy program is designed to prepare students for entrance into a professional curriculum for Pharmacy at institutions that offer a Doctor of Pharmacy (Pharm.D.) degree program. Pre-Pharmacy is not a degree-granting program at the University of Maryland, College Park.

A Doctor of Pharmacy (Pharm.D.) degree program follows a 2+4 model program. Students may complete two years of prerequisite courses at the University of Maryland, College Park and then apply for admission into a professional pharmacy school to complete four years of professional coursework, which includes classroom, laboratory, and clinical education.

University of Maryland students also have the option of completing a four-year degree at College Park in their selected major, in addition to completing pharmacy school prerequisites. This is the 4+4 model program. In this case, students who complete degree requirements in their chosen major as well as the pre-pharmacy prerequisites, would have a degree from the University of Maryland, College Park in their chosen major in addition to the prerequisites

necessary for entrance into a professional pharmacy program. Upon completion of a professional pharmacy program, the student would be conferred a Doctor of Pharmacy (Pharm.D.) degree from said program.

Popular majors for students interested in pharmacy include biology, biochemistry, chemistry, microbiology, and nutrition. However, any major is suitable as long as all prerequisite courses are completed. The Health Professions advisors will assist students in making an appropriate major selection.

Prerequisites of professional schools are subject to change therefore students are strongly encouraged to contact professional programs for the most current requirements. Contact the American Association of Colleges of Pharmacy for specific information about individual Pharm.D. program prerequisites. Students may also visit the Health Professions resource library in 0110 Hornbake for professional school information. Admission to professional schools is competitive and is not guaranteed by the University of Maryland, College Park. Note: The University of Maryland at Baltimore offers a professional-level pharmacy program.

American Association of Colleges of Pharmacy
1426 Prince Street
Alexandria, VA 22314-2841
703-739-2330
<http://www.aacp.org>

Some prerequisite courses usually required by most professional phase Pharm.D. programs include, but are not limited to:

Inorganic and Organic Chemistry
Physics
General Biology
Microbiology
Calculus
English Composition
Public Speaking
Ethics or Philosophy
Humanities Courses
Behavioral & Social Science Courses

Pre-Physical Therapy

Advisor: Christy Botdorf

Please read the General Information concerning pre-professional programs under the Pre-Professional Programs subcategory.

The Pre-Physical Therapy program is designed to prepare students for entrance into a professional curriculum for Physical Therapy at institutions that offer professional advanced degrees, such as master's or doctoral degrees. Pre-Physical Therapy is not a degree-granting program at the University of Maryland, College Park.

The track a student follows in order to obtain a Master's in Physical Therapy (MPT) degree varies depending on the professional schools to which the student intends on applying and, more importantly, the expected year of matriculation into the professional phase of Physical Therapy. Currently, the accepted, entry-level clinical degree to practice as a Physical Therapist is the MPT. Students currently can enter Master's level professional programs by two routes. The first route or educational pathway could be completing sixty to ninety credits of prerequisites and then applying to the MPT programs for which the student has completed the requirements. The length of time to complete the Masters level coursework is about two to three years. The second educational pathway option could be completing a Baccalaureate degree at the University of Maryland, College Park, in addition to the prerequisites required by individual professional schools. Students who decide on this option then complete two to three years of Master's level coursework. In both the first and second routes, the end result would be receiving a MPT from the professional school the student attends. Students should thoroughly research the different educational pathways to determine the best route for their career goals.

Popular majors for students interested in physical therapy include biology, kinesiology, physiology and neurobiology, and psychology. However, any major is suitable as long as all prerequisite courses are completed. The Health Professions advisors will assist students in making an appropriate major selection.

Prerequisites of professional schools are subject to change; therefore, students are strongly encouraged to contact professional programs for the most current requirements. Contact the American Physical Therapy Association for specific information about individual program prerequisites. Students may also visit the Health Professions resource library in 0110

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Hornbake for professional school information. Admission to professional schools is competitive and is not guaranteed by the University of Maryland, College Park. Note: The University of Maryland at Baltimore offers a professional-level physical therapy program.

The American Physical Therapy Association
1111 North Fairfax Street
Alexandria, VA 22314
703-684-2782
<http://www.apta.org>

Some prerequisite courses usually required by most professional phase Physical Therapy programs include, but are not limited to:

- General Biology
- Human Anatomy and Physiology
- Chemistry
- Physics
- Exercise Physiology
- Pre-Calculus or Calculus
- Statistics
- Psychology
- Human Growth and Development
- Ethics or Philosophy
- English Composition
- Public Speaking
- Humanities Courses

Pre-Physician Assistant

Advisor: Christy Botdorf

Please read the General Information concerning pre-professional programs under the Pre-Professional Programs subcategory.

Pre-Physician Assistant is not a degree-granting program at the University of Maryland, College Park. The Pre-Physician Assistant program is designed to prepare students for entrance into a professional curriculum at institutions that offer professional advanced degrees or post-baccalaureate certificates. At the University of Maryland, students can complete the necessary prerequisite courses required by the professional physician assistant programs to which they will be applying.

There are several educational pathways for students who wish to enter the physician assistant field. Due to the many variables in the educational pathway options, students are encouraged to thoroughly research this profession and determine which educational pathway is the best route to reach their particular career goals.

Most physician assistant programs require applicants to have previous health care experience and some college education. The typical applicant already has a bachelor's degree and at least four years of health care experience. Commonly nurses, EMT's, and paramedics apply to PA programs. Check the particular prerequisites of the PA educational programs that interest you.

Popular majors for students interested in a career as a physician assistant include biology, physiology and neurobiology, and psychology. However, any major is suitable as long as all prerequisite courses are completed. The Health Professions advisors will assist students in making an appropriate major selection.

Prerequisites of professional schools are subject to change; therefore, students are strongly encouraged to contact professional programs for the most current requirements. Contact the American Academy of Physician Assistants for specific information about individual program prerequisites. Students may also visit the Health Professions resource library in O110 Hornbake for professional school information. Admission to professional schools is competitive and is not guaranteed by the University of Maryland, College Park.

American Academy of Physician Assistants
950 North Washington Street
Alexandria, VA 22314-1552
703-836-2272
<http://www.aapa.org>

Pre-Podiatric Medicine

Advisor: Nokuri

The pre-professional requirements for podiatric medical school are essentially identical to those for allopathic medical school, and the student is referred to the pre-medicine discussion above.

For additional information on pre-podiatry studies, contact the Pre-medical Adviser, the University of Maryland, 1117/0110 Hornbake Library, College Park, MD 20742, (301) 405-2793.

Pre-Veterinary Medicine

Advisers: Loizeaux, Stephenson

University of Maryland, College Park students interested in veterinary medicine are eligible for a special degree program offered through the College of Agriculture and Natural Resources. Through this program (see College of Agriculture and Natural Resources entry in chapter 6), students may earn a combined Bachelor of Sciences degree in Agriculture and Veterinary Medicine.

Students within any major also may prepare for admission to veterinary school by completing required courses. Students should consult catalogs from the veterinary schools in which they are interested. Minimum requirements for most programs include the following:

University of Maryland, College Park, CORE Requirements
BIOL 105, 106, 222
CHEM 103, 113, 233, 243
BCHM 261 or 461; MICB 200
PHYS 121 (or 141), 122 (or 142)
MATH 220 (or 140) and 3 credits of other mathematics

Students should seek pre-veterinary advising through the Director, Center for Government and Corporate Veterinary Medicine, 1213 Avram Gudelsky Veterinary Center, University of Maryland, College Park, MD 20742-3711, (301) 935-6083, ext. 116 or 106.

CERTIFICATE PROGRAMS

Afro-American Studies Certificate College of Behavioral and Social Sciences 2169 LeFrak Hall, (301) 405-1158

The Afro-American Studies Certificate program offers the opportunity to develop a specialization in African-American studies while pursuing a major in another field. Certificate students learn about the social, economic, political, and cultural history of African-American people through a concentration of courses (21 credit hours). Courses taken toward the certificate also may be used to satisfy CORE requirements and electives.

Undergraduates in good standing may apply for the program by contacting the academic adviser of the Afro-American Studies Program in 2169 LeFrak Hall. Students pursuing the certificate must meet the University's general education (CORE) and department requirements.

See the complete description in the alphabetical list of programs.

EAST ASIAN STUDIES CERTIFICATE

College of Arts and Humanities 2101B Francis Scott Key Hall, (301) 405-4309

The Undergraduate Certificate in East Asian Studies is a 24-credit course of instruction designed to provide specialized knowledge of the cultures, histories, and contemporary concerns of the peoples of China, Japan, and Korea. It will complement and enrich a student's major. The curriculum focuses on language instruction, civilization courses, and electives in several departments and programs of the university. It is designed specifically for students who wish to expand their knowledge of East Asia and demonstrate to prospective employers, the public, and graduate and professional schools a special competence and set of skills in East Asian affairs.

Upon satisfactory completion of the courses, with a grade of C or better in each course, and recommendation by the chairperson of the Committee on East Asian Studies, a certificate will be awarded. A notation of the award of the certificate will be included on the student's transcript. The student must have a bachelor's degree awarded previous to or simultaneously with an award of the certificate.

Certificate Requirements

CORE Courses: The student is required to take:
1. HIST 284—East Asian Civilization I

2. HIST 285—East Asian Civilization II
3. Six semester hours of introduction to one of the following East Asian languages (Chinese, Japanese, or Korean):
CHIN 101—Elementary Chinese I
JAPN 101—Elementary Japanese I
KORA 211—Introductory Reading for Speakers of Korean I
KORA 212—Introductory Reading for Speakers of Korean II

Students with language competence equivalent to these language courses are exempted from the language requirement; such students are required to complete an additional six hours of electives in East Asian courses to fulfill the 24-credit requirement for the certificate.

Electives: Students must complete at least 12 hours of electives selected from four regular formally approved courses on East Asia in at least two of the following categories: (1) art history, (2) geography, (3) government and politics, (4) history, (5) language, linguistics, and literature, (6) music, and (7) women's studies. Nine of the 12 hours of electives must be upper-division (300-400 level) courses. A maximum of three credit hours of special topics courses on East Asian will be allowed with the approval of the student's certificate adviser. No more than nine credits from any one department may be applied toward the certificate. No more than nine credits applied to the student's major may also apply to the certificate. In addition, no more than nine credits of the courses applied toward the certificate may be transferred from other institutions. Students are asked to work with their adviser in ensuring that the electives maintain an intercollegiate and interdisciplinary focus (at least three disciplines are recommended).

Interested students should contact Dr. Marlene Mayo, Department of History, Francis Scott Key Hall, (301) 405-4309.

Latin-American Studies Certificate

College of Arts and Humanities

Latin-American Studies Center
4205 Jimenez Hall, (301) 405-6456

The new multidisciplinary certificate program in Latin-American Studies is open to University of Maryland, College Park undergraduates in any major who are interested in international studies and Latin America. The undergraduate Certificate in Latin-American Studies will be awarded to students who have completed 21 credits with a grade of C or better in the following areas.

Requirements for Certificate

A. Core curriculum for all certificate students (12 credits)

LASC/SPAN/PORT 234 Issues in Latin-American Studies I
LASC/SPAN/PORT 235 Issues in Latin-American Studies II
HIST 250 or HIST 251 Latin American History I or II
LASC/SPAN/PORT 458 Senior capstone course in Latin-American Studies

B. Additional courses in Latin-American Studies (9 credits)

Nine credits is additional courses to be chosen from an approved list and from at least two different departments. At least six credits must be at the 300- or 400-level. See Latin-American Studies adviser for details.

C. Foreign Language Competency

All certificate students must demonstrate their competence in either Spanish or Portuguese. Competency may be proven with a grade of C or better in an intermediate-level course (PORT 203, SPAN 201) or higher. Native speakers of Spanish or Portuguese or students with extensive experience in these languages should consult with the Latin-American Studies adviser.

Interested students should contact Dr. Eyda Merediz, 2225 Jimenez Hall, by phone, (301) 405-6459, or by E-mail (emerediz@wam.umd.edu); or contact Christina Guidorizzi in the Latin-American Studies Office, 4205 Jimenez Hall, by phone (301) 405-6459 or by e-mail guido@wam.umd.edu.

Science, Technology and Society Certificate

1108 Chestertown Hall, 301-405-0527
www.sts.umd.edu/certificate

Certificate Requirements:

The Science, Technology, and Society (STS) Undergraduate Certificate program offers students an excellent opportunity to advance their understanding of the complex relationships between science, technology, and society by concentrating their CORE and elective courses (like a college "minor"). STS courses have been carefully chosen to fit closely into CORE and major field requirements of most students. Therefore, almost all College Park undergraduates can fulfill the certificate requirements without taking additional courses by careful selection of the courses that fulfill their CORE and elective requirements.

The STS Certificate program is comprised of 21 credits of coursework (including a capstone course), a monthly colloquium, and an internship opportunity. This mixture of learning experiences helps to cultivate an intellectual and personal forum in which students and faculty can work closely together. This program provides students with an interdisciplinary thematic link for their general education requirements, and it offers a chance for mentored research in areas of personal interest.

Certificate Requirements

21 credits are necessary to complete the STS Certificate: 9 credits of Fundamental Courses and 12 credits of Elective Courses.

Fundamental Courses (9 credits):

- A natural science or technology course satisfying CORE or a major and approved by the program director
- A history of science and technology course (see approved list)
- The senior STS capstone course (UNIV 401)

Elective Courses (12 credits):

- Students can choose from a list of over sixty approved courses representing a variety of topic areas relevant to the STS field from a host of disciplines (e.g., AMST, AREC, CPSP, ECON, GEMS, GVPT, HIST, HONR, MICB, NRSC, PHIL, SOCY, ZOOL). Over half of the electives also satisfy CORE Distributive Studies requirements. Two of the electives must be upper-level courses. (Please note: CORE Advanced Studies requires that two upper-level courses be taken outside the major after 56 credits. Upper-level STS courses satisfy this requirement. Check with your academic advisor in your major.) See program website for the complete list of electives.

Students must obtain advice and approval from the program director for their course choices. Students must maintain a minimum grade of "C" in each STS course. The STS program of study must include a minimum of 9 credits in upper division courses, 2 of which must be electives. It also may not exceed the following maximums: 9 credits of STS courses applied to the student's major; 3 credits of "Special Topics" or "Selected Topics" courses applied to the STS certificate; 9 credits of approved courses taken outside UMCP. Only 6 credits from courses with the AREC, ECON and GVPT prefixes may be used to satisfy the STS Certificate requirements.

The History and Philosophy of Science and Technology Track

A. HPST Track Fundamental courses:

1. One course from the SPSST track fundamental course list drawn from areas 3 or 4, or any SPSST track elective which is NOT listed as an HPST course.
2. One introductory course in the history of science or technology or introductory philosophy of science:
HIST 174—(Introduction to the History of Science)
HIST 175—(Science and Technology in Western Civilization)
PHIL 250—(Philosophy of Science I)
PHIL 256—(Philosophy of Biology I)
3. Three advanced courses in the history of science or technology or philosophy of science, approved by the STS policy committee, with no more than two drawn from each department.
HIST 401—The Scientific Revolution: From Copernicus to Newton
HIST 402—The Development of Modern Physical Science:
From Newton to Einstein
HIST 403—Twentieth Century Revolutions in the Physical Sciences
HIST 404—History of Modern Biology
HIST 406—History of Technology
HIST 407—Technology and Social Change in History
PHIL 450—Scientific Thought I

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PHIL 451—Scientific Thought II
PHIL 452—Philosophy of Physics
PHIL 453—Philosophy of Science II

B. HPST Track Electives

Two courses from the above list of advanced courses that were not selected to fulfill the HPST fundamental requirement, or courses from a list prepared by the STS policy committee.

Social and Policy Studies of Science and Technology Track

A. SPSST Track Fundamental Courses

1. One course from the HPST track fundamental course list, or an HPST track elective not listed as an SPSST track elective.
2. A course in economics, such as ECON 105, or ECON 201, approved by the STS policy committee.
3. A course in government, such as GVPT 273 or GVPT 306, approved by the STS policy committee.
4. A social studies of science and technology course, such as SOCY 333 or GEMS 201, approved by the STS policy committee.
5. One course in public policy, such as GVPT 479 or AREC 240, or a course approved by the STS policy committee.

B. SPSST Track Electives

Two courses from a list of courses prepared by the STS policy committee.

Women's Studies Certificate

College of Arts and Humanities

2101 Woods Hall, (301) 405-6877

<http://www.inform.umd.edu/EdRes/Colleges/ARHU/Depts/WomensStudies>

See Women's Studies Department for faculty roster.

The Women's Studies Certificate Program consists of an integrated, interdisciplinary curriculum on women that is designed to supplement a student's major. Any student in good standing may enroll in the certificate program by declaring her/his intention to the Women's Studies Undergraduate Adviser. For additional information, contact the Women's Studies office, (301) 405-6877.

Requirements for Certificate

To qualify for a certificate in Women's Studies, a student will be required to earn 21 credits in Women's Studies courses, nine of which must be at the 300/400 level. No more than three credit hours of special topics courses may be counted toward the certificate. No more than nine credit hours which are applied toward a major may be included in the certificate program. No more than nine credit hours may be taken at institutions other than the University of Maryland, College Park. Each student must obtain a grade of C or better in each course that is to be counted toward the certificate. Of the 21 credits, courses must be distributed as follows:

1. A core of nine (9) credit hours from the following WMST courses:

WMST 200—Introduction to Women's Studies: Women and Society ...3	
OR	
WMST 250—Introduction to Women's Studies: Women, Art and Culture	3
WMST 400—Theories of Feminism	3
WMST 488—Senior Seminar	3

2. Distributive courses (9 credit hours). At least one course from each of three distributive areas listed below.

Area I: Arts and Literature

WMST 241—Women Writers of French Expression in Translation (also FREN 241)	3
WMST 250—Introduction to Women's Studies: Women, Art, and Culture	3
WMST 255—Introduction to Literature by Women (also ENGL 255)	3
WMST 275—World Literature by Women (also CMLT 275)	3
WMST 281—Women in German Literature and Society	

(also GERM 281)	3
WMST 348—Literary Works by Women (also ENGL 348)	3
WMST 408—Special Topics in Literature by Women before 1800 (also ENGL 408)	3
WMST 444—Feminist Critical Theory (also ENGL 444)	3
WMST 448—Literature by Women of Color* (also ENGL 448)	3
WMST 458—Literature by Women after 1800 (also ENGL 458)	3
WMST 466—Feminist Perspectives on Women in Art (also ARTH 466)	3
WMST 496—African-American Women Filmmakers* (also THET 496) ..	3
FREN 481—Femmes Fatales and the Representation of Violence in Literature	3
FREN 482—Gender and Ethnicity in Modern French Literature	3

Area II: Historical Perspectives

WMST 210—Women in America to 1880 (also HIST 210)	3
WMST 211—Women in America since 1880 (also HIST 211)	3
WMST 212—Women in Western Europe (also HIST 212)	3
WMST 320—Women in Classical Antiquity (also CLAS 320)	3
WMST 492—History of the Sportswoman in American Institutions (also KNES 492)	3
AASP 498W—Black Women in United States History*	3
AMST 418—Cultural Themes in America: Women and Family in American Life	3
HIST 309—Proseminar in Historical Writing: Women's History (Special Topic)	3
HIST 319Z—Special Topics in History: Women in the Middle East* ..	3
HIST 433—Changing Perceptions of Gender Identities in the U.S., 1880-1935	3
HIST 493—Victorian Women in England, France, and the United States	3
HIST 494—Women in Africa*	3
HIST 495—Women in Medieval Culture and Society	3

Area III: Social and Natural Sciences

WMST 200—Introduction to Women's Studies: Women and Society ...3	
WMST 313—Women and Science (also ZOOL 313)	3
WMST 325—Sociology of Gender (also SOCY 325)	3
WMST 326—Biology of Reproduction (also ZOOL 326)	3
WMST 336—Psychology of Women (also PSYC 336)	3
WMST 360—Caribbean Women*	3
WMST 410—Women in the African Diaspora*	3
WMST 420—Asian American Women*	3
WMST 430—Gender Role Issues in the Family (also FMST 430)	3
WMST 436—Legal Status of Women (also GVPT 436)	3
WMST 452—Women in the Media (also JOUR 452)	3
WMST 471—Women's Health (also HLTH 471)	3
WMST 493—Jewish Women in International Perspective*	3
WMST 494—Lesbian Communities and Difference*	3
AASP 498—Special Topics in Black Culture: Women and Work*	3
CCJS 498—Special Topics in Criminology and Criminal Justice: Women and Crime	3
KNES 451—Sport and the American Woman	3
SOCY 425—Gender Roles and Social Institutions	3
SOCY 498W—Special Topics in Sociology: Women in the Military	3
COMM 324—Communication and Gender	3

*Counts toward Women's Studies Cultural Diversity Requirement

3. Courses in Cultural Diversity

Students will select two courses for a minimum of six credits. Approved courses are noted with an asterisk in section 2, above. Courses in this category may overlap with other requirements for the certificate.

4. Remaining Courses

The remaining courses may be chosen from any of the three distributive areas or from among any of the WMST courses including WMST 298 or 498: Special Topics in Women's Studies and WMST 499: Independent Study.

Advising

To obtain more information, contact the Undergraduate Adviser, (301) 405-6877, or write to Women's Studies Department, 2101 Woods Hall, University of Maryland, College Park, MD, 20742-7415.

Course Code: WMST

CHAPTER 8

APPROVED COURSES



The following list includes undergraduate courses that have been approved as of February 1, 2000. Courses added after that date do not appear in this list. Courses eliminated after that date may still appear. Not every course is offered regularly. Students should consult the Schedule of Classes to ascertain which courses are actually offered during a given semester.

COURSE NUMBERING SYSTEM

Number	Eligibility
000-099	Non-credit course
100-199	Primarily freshman course
200-299	Primarily sophomore course
300-399	Junior, senior course not acceptable for credit toward graduate degrees
386-387	Campus-wide internship courses; refer to information describing Experiential Learning
400-499	Junior, senior course acceptable for credit toward some graduate degrees
500-599	Professional School course (Dentistry, Architecture, Law, Medicine) or post-baccalaureate course
600-899	Course restricted to graduate students
799	Master Thesis credit
899	Doctoral Dissertation credit

AAASP — Afro-American Studies

AASP 100 Introduction to Afro-American Studies (3) Significant aspects of the history of Afro-Americans with particular emphasis on the evolution and development of black communities from slavery to the present. Interdisciplinary introduction to social, political, legal and economic roots of contemporary problems faced by blacks in the United States with applications to the lives of other racial and ethnic minorities in the Americas and in other societies.

AASP 101 Public Policy and the Black Community (3) Formerly AASP 300. The impact of public policies on the black community and the role of the policy process in affecting the social, economic and political well-being of minorities. Particular attention given to the post-1960 to present era.

AASP 200 African Civilization (3) A survey of African civilizations from 4500 B.C. to present. Analysis of traditional social systems. Discussion of the impact of European colonization on these civilizations. Analysis of the influence of traditional African social systems on modern African institutions as well as discussion of contemporary processes of Africanization.

AASP 202 Black Culture in the United States (3) The course examines important aspects of American Negro life and thought which are reflected in Afro-American literature, drama, music and art. Beginning with the cultural heritage of slavery, the course surveys the changing modes of black creative expression from the 19th-century to the present.

AASP 298 Special Topics in Afro-American Studies (3) Repeatable to 6 credits if content differs. An introductory multi-disciplinary and inter-disciplinary educational experience to explore issues relevant to black life, cultural experiences, and political, economic and artistic development.

AASP 299 Selected Topics in Afro-American Studies (1-3) Repeatable to 6 credits if content differs. An introductory multi-disciplinary academic exploration of the cultural, political, and economic issues relevant to Africans and African-Americans.

AASP 301 Applied Policy Analysis and the Black Community (3) Prerequisite: (AASP 101 and ECON 201) or (AASP 101 and ECON 203). Recommended: one semester of statistics. Development and application of the tools needed for examining

the effectiveness of alternative policy options confronting minority communities. Review policy research methods used in forming and evaluating policies. Examination of the policy process.

AASP 303 Computer Applications in Afro-American Studies (3) Prerequisite: STAT 100 or SOCY 201 or MATH 111 or equivalent. Introduction to statistics and database processing software used in model estimation and simulation in policy analysis. Special emphasis on applications for applied research on policy problems confronting minority communities.

AASP 305 Theoretical, Methodological and Policy Research Issues in Afro-American Studies (3) Prerequisites: AASP 301 and (STAT 100 or BMGT 230 or PSYC 200 or SOCY 201 or ECON 321 or equivalent course with permission of department). Formerly AASP 401. Theories and concepts in the social and behavioral sciences relating to problems in minority communities. Issues include validity and soundness of theoretical arguments, epistemological questions of various methodologies and the relationship between policy making and policy research.

AASP 310 African Slave Trade (3) Prerequisite: AASP 100 or AASP 202 or permission of department. Formerly AASP 311. The relationship of the slave trade of Africans to the development of British capitalism and its industrial revolution; and to the economic and social development of the Americas.

AASP 312 Social and Cultural Effects of Colonization and Racism (3) Prerequisite: AASP 100 or AASP 202. A comparative approach to the study of the social and cultural effects of colonization and racism on black people in Africa, Latin America and in the United States—community and family life, religion, economic institutions, education and artistic expression.

AASP 314 The Civil Rights Movement (3) Prerequisite: AASP 100 or HIST 157. Survey of the twentieth century civil rights movement from the desegregation of UM Law School through the National Black Political Congress in Gary in 1972. Major themes include leadership, legal and constitutional challenges, non-violence, Black Power, Pan-Africanism.

AASP 397 Senior Thesis (3) Prerequisites: permission of department. Directed research in Afro-American Studies resulting in the completion and defense of a senior thesis.

AASP 398 Selected Topics in the African Diaspora (3) Repeatable to 6 credits if content differs. Analysis of the historical experiences and cultures of Africans in the Diaspora.

AASP 400 Directed Readings in Afro-American Studies (3) Prerequisite: AASP 100 or AASP 202. The readings will be directed by the faculty of Afro-American Studies. Topics to be covered will be chosen to meet the needs and interests of individual students.

AASP 402 Classic Readings in Afro-American Studies (3) Prerequisite: AASP 100 or AASP 202. Classic readings of the social, economic and political status of blacks and other minorities in the United States and the Americas.

AASP 410 Contemporary African Ideologies (3) Prerequisite: AASP 200 or permission of department. Analysis of contemporary African ideologies. Emphasis on philosophies of Nyerere, Nkrumah, Senghor, Sekou Toure, Kaunda, Cabral, et al. Discussion of the role of African ideologies on modernization and social change.

AASP 411 Black Resistance Movements (3) Prerequisite: AASP 100. A comparative study of the black resistance movements in Africa and America; analysis of their interrelationships as well as their impact on contemporary pan-Africanism.

AASP 441 Science, Technology, and the Black Community (3) Prerequisite: AASP 100 or AASP 202 or HIST 255 or permission of department. Scientific knowledge and skills in solving technological and social problems, particularly those faced by the black community. Examines the evolution and development of African and Afro-American contributions to science. Surveys the impact of technological changes on minority communities.

AASP 443 Blacks and the Law (3) Prerequisite: AASP 100 or AASP 202 or HIST 255 or permission of department. The relationship between black Americans and the law, particularly criminal law, criminal institutions and the criminal justice system. Examines historical changes in the legal status of blacks and changes in the causes of racial disparities in criminal involvement and punishments.

AASP 468 Special Topics in Africa and the Americas (3) Repeatable to 6 credits if content differs. Cultural, historical and artistic dimensions of the African experience in Africa and the Americas.

AASP 478 Humanities Topics in Afro-American Studies (3) Repeatable to 6 credits if content differs. Advanced studies in the humanities, often requiring prerequisites, focusing on the literary, artistic and philosophical contributions of Africans and African-Americans.

AASP 497 Policy Seminar in Afro-American Studies (3) Prerequisite: AASP 301 or permission of department. Application of public policy analysis to important social problems and policy issues affecting black Americans. Policy research and analysis procedures through an in-depth study of a critical, national black policy issue.

AASP 498 Special Topics in Black Culture (3) Prerequisite: AASP 100 or AASP 202. Repeatable to 6 credits if content differs. Advanced study of the cultural and historical antecedents of contemporary African and Afro-American society. Emphasis on the social, political, economic and behavioral factors affecting blacks and their communities. Topics vary.

AASP 499 Advanced Topics in Public Policy and the Black Community (3) Prerequisite: AASP 301 or permission of department. Repeatable to 6 credits if content differs. Examination of specific areas of policy development and evaluation in black and other communities. Application of advanced tools of policy analysis, especially quantitative, statistical and micro-economic analysis.

AGNR — Agriculture and Natural Resources

AGNR 105 Introduction to Agriculture and Natural Resources (1) Formerly AGRI 105. Technical and human components of agriculture in a cross-disciplinary context. Agricultural origins, crop and animal domestication, agricultural geography, food and nutrition, the natural resource base and environmental concerns, agricultural policy formation, agricultural marketing and trade, sustainable agriculture, international agriculture, and the future of farming.

AGNR 302 Introduction to Agricultural Education (2) Formerly AGRI 302. An overview of the job of the teacher of agriculture; examination of agricultural education programs for youth and adults.

AGNR 305 Teaching Young and Adult Farmer Groups (1) Formerly AGRI 305. Characteristics of young and adult farmer instruction in agriculture. Determining needs for and organizing a course; selecting materials for instruction; and class management. Emphasis is on the conference method of teaching.

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AGNR 311 Teaching Secondary Vocational Agriculture (3) Formerly AGRI 311. A comprehensive course in the work of high school departments of vocational agriculture. It emphasizes particularly placement, supervised farming programs, the organization and administration of future farmer activities, and objectives and methods in all-day instruction.

AGNR 313 Student Teaching (5) Prerequisite: satisfactory academic average and permission of department. Formerly AGRI 313. Full-time student teaching in an off-campus student teaching center under an approved supervising teacher of agriculture, participating experience in all aspects of the work of a teacher of agriculture.

AGNR 315 Student Teaching (1-4) Prerequisite: satisfactory academic average and permission of department. Formerly AGRI 315. Full-time observation and participation in work of teacher of agriculture in off-campus student teaching center. Provides students opportunity to gain experience in the summer program of work, to participate in opening of school activities, and to gain other experience needed by teachers.

AGNR 322 An Introduction to Adult and Continuing Education (3) Formerly AGRI 322. This course introduces students to the field of non-formal adult and continuing education. It examines the social functions, studies the critical issues, explores career opportunities and surveys some of the non-formal adult education delivery systems.

AGNR 323 Developing Youth Programs (3) Formerly AGRI 323. Concepts involved in planning and executing non-formal educational programs developed to meet the needs of youth. Emphasize the identification of opportunities; needs, and problems of youth in all socio-economic levels; analysis of methods of working with youth groups and developing volunteer staff.

AGNR 325 Directed Experience in Extension Education (1-5) Prerequisite: satisfactory academic average and permission of department. Formerly AGRI 325. Full-time observation and participation in selected aspects of extension education in an approved training county.

AGNR 388 Honors Thesis Research (3-6) Prerequisite: admission to AGNR Honors Program. Formerly AGRI 388. Undergraduate honors thesis research conducted under the direction of an AGNR faculty member in partial fulfillment of the requirements of the College of AGNR Honors Program. The thesis will be defended to a faculty committee.

AGNR 400 International Agricultural Extension and Development (3) Formerly AGRI 400. Examination of the social and ethical issues that shape extension's role in the agriculture sector of countries worldwide and that determine its contribution to international development. Review of a wide range of literature from scholars, governments, and international organizations.

AGNR 401 Agricultural Support Systems in Developing Countries (3) Formerly AGRI 401.

AGNR 450 Human Resources Development in Agriculture (3) Three hours of lecture and one hour of discussion/recitation per week. Junior standing. Formerly AGRI 450. Human resources development in the agriculture sector highlights policy, institutional, and programmatic determinations to advance work force capability in countries worldwide. Focus on developing countries, their problems, needs, and the challenge ahead.

AGNR 464 Rural Life in Modern Society (3) Formerly AGRI 464. The historical and current nature of rural and agricultural areas and communities in the complex structure and culture of U.S. society. Basic structural, cultural, and functional concepts for analyses and contrasts of societies and the organizations and social systems within them.

AGNR 466 Rural Poverty in an Affluent Society (3) Formerly AGRI 466. Factors giving rise to conditions of rural poverty. Problems faced by the rural poor. Programs designed to alleviate rural poverty.

AGNR 488 Critique in Rural Education (1) Formerly AGRI 488. Current problems and trends in rural education.

AGNR 489 Field Experience (1-4) Prerequisite: permission of department. Repeatable to 4 credits if content differs. Formerly AGRI 489. Credit according to time scheduled and organization of the course. A lecture series organized to study in depth a selected phase of agriculture not normally associated with one of the existing programs.

AGNR 499 Special Problems (1-3) Formerly AGRI 499.

AGRO — Agronomy

AGRO 101 Introductory Crop Science (4) Credit will be granted for only one of the following: AGRO 101 or AGRO 100 and AGRO 102. Major crop plants including: anatomy, physiology, morphology, history, use, adaptation, culture, improvement and economic importance.

AGRO 105 Soil and Environmental Quality (3) Soil as an irreplaceable natural resource, the importance of soils in the ecosystem, soils as sources of pollution, and soils as the media for the storage, assimilation or inactivation of pollutants. Acid rain, indoor radon, soil erosion and sedimentation, nutrient pollution of waters, homeowners problems with soils, and the effect of soils on the food chain.

AGRO 303 International Crop Production (3) Prerequisite: BSCI 105 or equivalent. An introduction to the biological dimension of world hunger. The problems and potentials for increasing world food supply based on current agronomic knowledge. Emphasis on international aspects of food crop production and the interrelationships between agriculture and human populations in the developing world.

AGRO 305 Introduction to Turf Management (3) Formerly AGRO 405. Principles of turf culture. Identification and uses of turfgrass species; turfgrass fertilization, cultivation, mowing and establishment; and the identification of turf pests.

AGRO 308 Field Soil Morphology (1-2) One hour of lecture and two hours of laboratory per week. Prerequisite: permission of department. Repeatable to 4 credits. Intensive field study of soils with particular emphasis on soil morphology, soil classification, and agricultural and urban soil interpretations. Focus in fall semesters is on soils of the Northeast U.S.; focus in spring semesters is on soils outside the Northeast region. The lab period is devoted to field trips and student efforts culminate in a mandatory extended field trip.

AGRO 388 Honors Thesis Research (3-6) Prerequisite: admission to AGNR Honors Program. Repeatable to 6 credits if content differs. Undergraduate honors thesis research conducted under the direction of an AGNR faculty member in partial fulfillment of the requirements of the College of AGNR Honors Program. The thesis will be defended to a faculty committee.

AGRO 401 Pest Management Strategies for Turf-grass (3) Prerequisite: AGRO 305. Interdisciplinary view of weed, disease, and insect management from an agronomy perspective. Plant responses to pest invasion, diagnosis of pest-related disorders, and principles of weed, disease and insect suppression through cultural, biological and chemical means are discussed.

AGRO 402 Sports Turf Management (3) Two hours of lecture and three hours of laboratory per week. Prerequisite: AGRO 305 and AGRO 401. Sports turf management, including design, construction, soil modification, soil cultural techniques, pesticide use, fertilization, and specialized equipment.

AGRO 403 Crop Breeding (3) Pre- or co-requisite: BSCI 222 or equivalent or permission of department. A review of genetic principles and descriptions of contemporary and traditional methods of breeding self-pollinated, cross-pollinated, and vegetatively propagated crop plants.

AGRO 406 Forage Crops (3) Prerequisite: BSCI 105. Recommended: BSCI 106. World grasslands and their influence on early civilizations; current impact on human food supply; role of forages in soil conservation and a sustainable agriculture. Production and management requirements of major grass and legume species for silage and pasture for livestock feed. Cultivar development; certified seed production, and distribution.

AGRO 407 Cereal and Oil Crops (3) Pre- or co-requisites: BSCI 105 and AGRO 101. A study of principles of production for corn, small grains, rice, millets, sorghums, and soybeans and other oil seed crops. A study of seed production, processing, distribution and federal and state seed control programs of corn, small grains and soybeans.

AGRO 410 Commercial Turf Maintenance and Production (3) Two hours of lecture and three hours of laboratory per week. Prerequisite: AGRO 305 or permission of department. Agronomic programs and practices used in hydro-seeding, commercial lawn care, sod production and seed production. Current environmental, regulatory and business management issues confronting the turf-grass industry.

AGRO 420 Soil Physical Properties Laboratory (1) Three hours of laboratory per week. Pre- and co-requisites: NRSC 417. A study of methods used in measuring static and dynamic soil physical properties. Implications from hands-on mastery of these techniques include an increased understanding of soil physical components, soil-water interactions, as well as the measurement, prediction, and control of the physical processes taking place in and through the soil.

AGRO 422 Soil Microbiology (3) Prerequisite: AGRO 202, CHEM 104 or permission of department. Relationship of soil microorganisms to the soils' physical and chemical properties. Nitrogen fixation, mycorrhizae-plant interactions and microbially mediated cycling.

AGRO 425 Terrestrial Bioremediation (3) Prerequisite: one course in biology and CHEM 103 or permission of department. Biologically based methods for the remediation of contaminated soil. Bioremediation using bacteria, fungi and higher plants, of both organic and inorganic contaminants in soil will be addressed.

AGRO 444 Remote Sensing of Agriculture and Natural Resources (3) Interaction of electromagnetic radiation with matter. Application of remote sensing technology to agriculture and natural resource inventory, monitoring and management and related environmental concerns.

AGRO 453 Weed Science (3) Two hours of lecture and three hours of laboratory per week. Weed identification, ecology, and control (cultural, mechanical, biological, and chemical methods).

AGRO 461 Hydric and Hydromorphic Soils (3) Two hours of lecture per week plus four field trips scheduled on Saturdays. Prerequisite: NRSC 202 (formerly AGRO 202). The soils of wetlands, including hydrology, chemistry, genesis, and taxonomy. Understanding and application of Federal and regional guidelines to hydromorphic soils with emphasis on interpretations based on field observations. Saturday field trips.

AGRO 483 Plant Breeding Laboratory (2) Prerequisites: AGRO 403 and permission of department. Current plant breeding research being conducted at The University of Maryland and USDA at Beltsville. Discussion with plant breeders about pollination techniques, breeding methods, and program achievements and goals. Field trips to selected USDA laboratories.

AGRO 499 Special Problems in Agronomy (1-3) Prerequisites: NRSC 200 (formerly AGRO 202), AGRO 406, AGRO 407 or permission of department. A detailed study, including a written report of an important problem in agronomy.

AMST — American Studies

AMST 201 Introduction to American Studies (3) Introduction to American cultural studies—past and present—by examining the concept of "self" in American autobiographical writing and the concept of "society" in accounts of various communities.

AMST 203 Popular Culture in America (3) An introduction to American popular culture, its historical development, and its role as a reflection of and influence on our culture and society.

AMST 204 Film and American Culture Studies (3) Exploration of the American film from a historical perspective, illustrating the motion picture's role as an institutional phenomenon, as a form of communication, and as a source of cross-cultural study.

AMST 205 Material Aspects of American Life (3) Historical survey of American material culture. Ways of describing and interpreting accumulated material evidence (e.g., buildings, town plans) introduced by stressing relationship between artifact and culture.

AMST 207 Contemporary American Cultures (3) World views, values, and social systems of contemporary American cultures explored through readings on selected groups such as middle-class suburbanites, old order Amish, and urban tramps.

AMST 211 Technology and American Culture (3) Historical and contemporary technological innovations in American society, with special emphasis on the humanities. Varied social and cultural responses to one contemporary technological issue e.g. (environmental pollution, genetic engineering, communications technology, and psychopharmacology).

AMST 212 Diversity in American Culture (3) Exploration of the role of ethnic diversity in the shaping of American culture. Special emphasis will be placed on the multicultural origins of American popular and material culture, such as foodways and entertainment, and on the experience of "Americanization."

AMST 298 Selected Topics in American Studies (3) Repeatable to 6 credits if content differs. Cultural study of a specific theme or issue involving artifacts and documents from both past and contemporary American experience.

AMST 330 Critics of American Culture (3) Prerequisite: prior course in AMST, HIST, or SOCY. Philosophies of American social purpose and promise. Readings from "classical" American thinkers, contemporary social commentators, and American studies scholars.

AMST 398 Independent Studies (1-3) Prerequisite: permission of department. Repeatable to 6 credits. Provides the student with the opportunity to pursue independent, interdisciplinary research and reading in specific areas of American culture studies.

AMST 418 Cultural Themes in America (3) Repeatable to 6 credits if content differs. Examination of structure and development of American culture through themes such as "growing up American," "culture and mental disorders," "race," "ethnicity," "regionalism," "landscape," "humor."

AMST 428 American Cultural Eras (3) Repeatable to 6 credits if content differs. Investigation of a decade, period, or generation as a case study in significant social change within an American context. Case studies include "Antebellum America, 1840-1860," "American culture in the Great Depression."

AMST 429 Perspectives on Popular Culture (3) Repeatable to 6 credits if content differs. Topics in popular culture studies, including the examination of particular genres, themes, and issues.

AMST 432 Literature and American Society (3) Prerequisite: prior course in AMST, SOCY, American literature, or American history. Examination of the relationship between literature and society: including literature as cultural communication and the institutional framework governing its production, distribution, conservation and evaluation.

AMST 450 Seminar in American Studies (3) Prerequisite: nine hours prior coursework in American Studies, including AMST 201. Senior standing. For AMST majors only. Developments in theories and methods of American Studies scholarship, with emphasis upon interaction between the humanities and the social sciences in the process of cultural analysis and evaluation.

ANSC — Animal Science

The following courses may involve the use of animals. Students who are concerned about the use of animals in teaching have the responsibility to contact the instructor, prior to course enrollment, to determine whether animals are to be used in the course, whether class exercises involving animals are optional or required and what alternatives, if any, are available.

ANSC 101 Principles of Animal Science (3) Two hours of lecture and two hours of laboratory per week. A comprehensive course, including the development of animal science, its contributions to the economy, characteristics of animal products, factors of efficient and economical production and distribution.

ANSC 102 Animal Products Safety and Processing (3) Two hours of lecture and two hours of laboratory per week. Recommended: ANSC 101. An overview of food safety issues that relate to animal production and processing practices. The course will familiarize students with the processing industries responsible for generating numerous value-added animal products. Emphasis will be on illustrating how animal production and processing practices can have significant effects on the safety of animal food products.

ANSC 180 Introduction to Dairy Foods (2) One hour of lecture and two hours of laboratory per week. A lecture/laboratory course designed to provide theoretical and applied exposure to determining the chemical, physical, and microbiological characteristics of dairy products through sensory evaluation. Students will gain an in-depth understanding of the processing and handling factors that affect dairy products as well as an understanding of the process of sensory evaluation.

ANSC 211 Anatomy of Domestic Animals (4) Three hours of lecture and two hours of laboratory per week. Prerequisite: BSCI 105. A systematic gross and microscopic comparative study of the anatomy of the major domestic animals. Special emphasis is placed on those systems important in animal production.

ANSC 212 Applied Animal Physiology (3) Prerequisite: ANSC 211 or equivalent. The physiology of domesticated animals with emphasis on functions related to production, and the physiological adaptation to environmental influences.

ANSC 214 Applied Animal Physiology Laboratory (1) Three hours of laboratory per week. Pre- or co-requisite: ANSC 212. Application of physiological laboratory techniques to laboratory and domestic animals.

ANSC 220 Livestock Management (4) Prerequisite: ANSC 101. Formerly ANSC 221. Management of meat animals including beef, sheep, and swine. Breeding, feeding management and marketing practices at the leading edge of technology for maximum economic efficiency.

ANSC 222 Meats (3) Two hours of lecture and three hours of laboratory per week. Prerequisite: ANSC 220. Formerly ANSC 422. Meat and the factors influencing acceptability, marketing, and quality of fresh meats. Laboratory periods are conducted in packing houses, meat distribution centers, retail outlets and University Meats Laboratory.

ANSC 230 Equine Science (3) Prerequisite: ANSC 101. For students who intend to be involved in the care and management of horses. The principles of nutrition, anatomy, physiology, health and disease, growth, locomotion and management techniques are emphasized.

ANSC 231 Equine Science Practicum (1) Pre- or co-requisite: ANSC 230. Formerly ANSC 431. Application of the principles discussed in ANSC 230 to the management of horses focusing on management decisions associated with small business operations in the horse industry.

ANSC 240 Dairy Cattle Management (2) Prerequisite: ANSC 220. All aspects of dairy production, including nutrition, reproduction, mastitis control, milking management, farmstead facilities, financial management and forage production.

ANSC 241 Dairy Cattle Management Practicum (1) Three hours of laboratory per week. Prerequisite: ANSC 240. Formerly ANSC 442. Practicum to parallel ANSC 240. Field trips required.

ANSC 244 Dairy Cattle Type Appraisal (1) Two laboratory periods. Prerequisite: permission of department. Laboratory. Analysis of dairy cattle type with emphasis on the comparative judging of dairy cattle.

ANSC 251 Beef and Sheep Management Practicum (1) Three hours of laboratory per week. Prerequisite: ANSC 220. Credit will be granted for only one of the following: ANSC 220 or ANSC 424. Formerly ANSC 424. Practicum to parallel ANSC 220. Field trips required.

ANSC 252 Introduction to the Diseases of Wildlife (3) Two hours of lecture and one hour of discussion/recitation per week. Prerequisite: BSCI 105 or equivalent or permission of department. The principal diseases of North American wildlife will be briefly considered. For each disease, specific attention will be given to the following: signs evidenced by the affected animal or bird, causative agent, means of transmission and effects of the disease on the population of the species involved.

ANSC 262 Commercial Poultry Management (3) Prerequisite: ANSC 101. A symposium of finance, investment. Plant layout. Specialization, purchase of supplies and management problems in baby chick, egg, broiler and turkey production; foremanship, advertising, selling. By-products, production and financial records. Field trips required.

ANSC 271 Swine Management Practicum (1) Three hours of laboratory per week. Prerequisite: ANSC 220. Formerly ANSC 421. Practicum to parallel ANSC 220. Field trips required.

ANSC 289 Animal Agriculture Tour (1) 24 hours of laboratory and 5 hours of discussion per semester. Prerequisite: ANSC 101. Repeatable to 2 credits if content differs. An intensive field study of farms, businesses and related organizations involved in animal agriculture. Emphasis on animal care and management, facilities, products, procedures, and career opportunities. Up to five hours of discussion and a three-day field trip during spring break are required.

ANSC 305 Companion Animal Care (3) Prerequisite: BIOL 105. Care and management of the companion small animals. Species covered include the cat, dog, rodents, lagomorphs, reptiles, amphibians, birds and others as class interest and schedule dictate. Basic description, evolutionary development, breeding, nutritional and environmental requirements, and public health aspects will be presented for each species.

ANSC 314 Comparative Animal Nutrition (3) Prerequisites: ANSC 101 and (CHEM 104 or CHEM 233). Formerly ANSC 215. Nutrients and their fundamental role in animal metabolism, in relation to their biochemical role in metabolism, digestion, absorption, and their deficiency symptoms.

ANSC 315 Applied Animal Nutrition (3) Two hours of lecture and two hours of laboratory per week. Prerequisite: ANSC 215. Formerly ANSC 203. Elements of nutrition, source characteristics and adaptability of various feed-stuffs to several classes of livestock. A study of the composition of feeds, nutrient requirements and computerized formulation of economic diets and rations for livestock.

ANSC 327 Quantitative Domestic Animal Genetics (3) Two hours of lecture and two hours of laboratory per week. Prerequisite: BIOL 222. Population and quantitative genetics as applied to domestic livestock; concepts of variation, heredity and relationship, breeding systems. Genetic evaluation, selection for improvement, and measuring genetic progress will be emphasized.

ANSC 332 Horse Management (3) Prerequisite: ANSC 230. Major topics include nutrition, reproduction, breeding, performance evaluation, basic training and management techniques.

ANSC 350 Ornithology (4) Three hours of lecture and three hours of laboratory per week. Three mandatory field trips. Prerequisite: BIOL 105. Includes systematics, anatomy, physiology, behavior, life histories, ecology, population dynamics, evolution and conservation of birds.

ANSC 370 Animal Agriculture: Scientific and Cultural Perspectives (3) Prerequisite: BIOL 105. Study will focus on the enhancement of biological efficiency that permits more extensive options for choice of human activities, within the limitations of ecological constraints. The course examines the growth of knowledge, of both cultural and scientific origin, as applied in the development of successful human-animal systems.

ANSC 388 Honors Thesis Research (3-6) Prerequisite: admission to AGNR Honors Program. Repeatable to 6 credits if content differs. Undergraduate honors thesis research conducted under the direction of an AGNR faculty member in partial fulfillment of the requirements of the College of AGNR Honors Program. The thesis will be defended to a faculty committee.

ANSC 397 Senior Seminar (1) Prerequisite: permission of department. Career and professional opportunities. Overview of professional organizations and appropriate private and governmental agencies. Preparation and presentation of animal science topics.

ANSC 398 Seminar (1) Repeatable to 2 credits if content differs. Presentation and discussion of current literature and research work in animal science.

ANSC 399 Special Problems in Animal Science (1-2) Work assigned in proportion to amount of credit. A course designed for advanced undergraduates in which specific problems relating to animal science will be assigned.

ANSC 401 Fundamentals of Nutrition (3) Prerequisite: CHEM 104 and ANSC 212. Recommended: BCHM 261. A study of the fundamental role of all nutrients in the body including their digestion, absorption and metabolism. Dietary requirements and nutritional deficiency syndromes of laboratory and farm animals and humans.

ANSC 412 Introduction to Diseases of Animals (3) Two lectures and one laboratory period per week. Prerequisite: MICB 200 and BIOL 105. This course gives basic instruction in the nature of disease: including causation, immunity, methods of diagnosis, economic importance, public health aspects and prevention and control of the common diseases of sheep, cattle, swine, horses and poultry.

ANSC 413 Laboratory Animal Management (3) A comprehensive course in care and management of laboratory animals. Emphasis will be placed on physiology, anatomy and special uses for the different species. Disease prevention and regulations for maintaining animal colonies will be covered. Field trips will be required.

ANSC 415 Parasitic Diseases of Domestic Animals (3) Two hours of lecture and two hours of laboratory per week. Prerequisite: ANSC 412 or equivalent. A study of parasitic diseases resulting from protozoan and helminth infection and arthropod infestation. Emphasis on parasites of veterinary importance; their identification; life cycles, pathological effects, and control by management.

ANSC 420 Animal Production Systems (4) Two hours of lecture and four hours of laboratory per week. Prerequisites: ANSC 101, ANSC 220, and (ANSC 240 or ANSC 262). Formerly ANSC 423. Effects of management and economic decisions on animal production enterprises. Computer simulations of intensive and extensive production units.

ANSC 430 Food Microbiology (2) Prerequisite: MICB 200 or equivalent. Also offered as NFSC 430. Credit will be granted for only one of the following: ANSC 430 or NFSC 430. A study of microorganisms of major importance to the food industry with emphasis on food-borne outbreaks, public health significance, bio-processing of foods, disease control, and the microbial spoilage of foods.

ANSC 434 Food Microbiology Laboratory (2) Four hours of laboratory per week. Pre- or co-requisite: ANSC 430 or NFSC 430. Also offered as NFSC 434. Credit will be granted for only one of the following: ANSC 434 or NFSC 434. A study of techniques and procedures used in the microbiological examination of foods.

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ANSC 443 Physiology and Biochemistry of Lactation (3) Prerequisite: ANSC 212 or equivalent; and BCHM 261 or BCHM 461. The physiology and biochemistry of milk production in domestic animals, particularly cattle. Mammary gland development and maintenance from the embryo to the fully developed lactating gland. Abnormalities of the mammary gland.

ANSC 446 Physiology of Mammalian Reproduction (3) Prerequisite: BSCI 440 or ANSC 212. Anatomy and physiology of reproductive processes in domesticated and wild mammals.

ANSC 447 Physiology of Mammalian Reproduction Laboratory (1) Three hours of laboratory per week. Pre- or co-requisite: ANSC 446. Animal handling, artificial insemination procedures and analytical techniques useful in animal management and reproductive research.

ANSC 451 Dairy Products Processing (3) Two hours of lecture and two hours of laboratory per week. Recommended: CHEM 103 or equivalent. Formerly NFSC 451. Method of production of fluid milk, butter, cheese, condensed and evaporated milk and milk products and ice cream.

ANSC 452 Avian Physiology (3) Two two-hour lecture/laboratory/demonstration periods per week. Three hours of lecture per week. Prerequisite: a basic course in animal anatomy and/or physiology. Recommended: ANSC 212, Applied Animal Physiology. 60 semester hours. Credit will be granted for only one of the following: ANSC 452. The digestive, excretory, respiratory, circulatory, immune, skeletal muscle, endocrine and nervous systems of avian species will be examined.

ANSC 453 Animal Welfare (3) Prerequisite: ANSC 101 or ZOOL 210 or permission of instructor. Ethical concerns pertinent to the use of animals in modern society. Historical and philosophical aspects of human/animal interrelationships, animal intelligence and awareness, and the treatment of animals in agriculture and scientific research will be considered.

ANSC 455 Applied Animal Behavior (3) Two hours of lecture and two hours of laboratory per week. Prerequisites: (ANSC 101 or BSCI 106) and BSCI 222. Principles of animal behavior applied to production systems in animal agriculture.

ANSC 461 Technology of Market Eggs and Poultry (3) Two hours of lecture and two hours of laboratory per week. Formerly NFSC 461. A study of the technological factors concerned with the processing, storage, and marketing of eggs and poultry and the factors affecting their quality.

ANSC 489 Current Topics in Animal Science (1-3) Prerequisite: permission of department. Repeatable to 6 credits if content differs. Examination of current developments in the animal sciences.

ANTH — Anthropology

ANTH 220 Introduction to Biological Anthropology (4) Three hours of lecture and two hours of laboratory per week. Credit will be granted for only one of the following: ANTH 101 or ANTH 220. Formerly ANTH 101. Human biological evolution, including the biology of contemporary human groups, non-human primate social behavior, and the fossil, biochemical, and molecular evidence for human evolution. Includes a laboratory study of human population genetics, biochemical variation, and anatomical diversity in modern and fossil human and non-human primate groups.

ANTH 240 Introduction to Archaeology (3) Credit will be granted for only one of the following: ANTH 240 or ANTH 241. Formerly ANTH 241. Exploration of the variety of past human societies and cultures through archaeology, from the emergence of anatomically modern humans to the more recent historical past.

ANTH 242 Chesapeake: An Archaeology of Maryland (3) Human presence in the Chesapeake from the first arrival of Native Americans to the present. Emphasis is upon the historical archaeology of the region from European contact through the Nineteenth Century.

ANTH 260 Introduction to Sociocultural Anthropology and Linguistics (3) Credit will be granted for only one of the following: ANTH 102 or ANTH 260. Formerly ANTH 102. Culture and social relationships in a wide variety of settings from small-scale to complex societies. An overview of how anthropology analyzes human behavior. Particular attention to the relationship between language and culture.

ANTH 262 Culture and Environment (3) Prerequisite: ANTH 260 or permission of department. Credit will be granted for only one of the following: ANTH 221 or ANTH 262. Formerly ANTH 221. Theory and method in cultural ecology and the formulation of a critical perspective on the explanation of the concept of

adaptation. Includes the ecological understanding of gender differences and considers conflicting natural resource management strategies and environmental degradation.

ANTH 298 Special Topics in Anthropology (3) Repeatable to 6 credits if content differs. Anthropological perspectives on selected topics of broad general interest.

ANTH 320 Human Evolution (4) Prerequisite: ANTH 220. Credit will be granted for only one of the following: ANTH 320 or ANTH 361. Formerly ANTH 361. Assessment of the fossil, biochemical, and molecular evidence for human evolution from the divergence of hominids from the pongid line to modern times. Includes a laboratory survey of the basic principles of human evolution as seen by comparative anatomical study of fossil specimens and assessments of the molecular and biochemical data.

ANTH 340 Method and Theory in Archaeology (3) Prerequisite: ANTH 240. Theory, method, and practice which guides modern anthropological archaeology. Includes research design and execution (from survey through excavation and interpretation), the reconstruction of aspects of past cultures, and the understanding of cultural change and meaning.

ANTH 342 Archaeology of New World (3) Prerequisite: ANTH 240. Credit will be granted for only one of the following: ANTH 342 or ANTH 451. Formerly ANTH 451. Prehistoric and European cultures in North and South America, with a focus on the means of archaeological interpretation.

ANTH 360 Method and Theory in Sociocultural Anthropology (3) Prerequisite: ANTH 260. Theoretical approaches and research methods in sociocultural anthropology. Emphasis on current debates, new directions, and their historical antecedents.

ANTH 362 Diversity in Complex Societies (3) Prerequisite: ANTH 260 or permission of department. Methodological and theoretical approaches in anthropology to complex society through selected case study material that highlights the relationship between gender, class and cultural diversity as it shapes modern social life. Cross-cultural comparison and the different perspectives of minority and feminist scholars will also be stressed.

ANTH 364 The Anthropology of Religion (3) Prerequisite: ANTH 260. Credit will be granted for only one of the following: ANTH 364 or ANTH 434. Formerly ANTH 434. Comparative study of religion in social, cultural, political, and economic context. Combines the history of schools of interpretation with a survey of theoretical alternatives and a focus on selected case studies.

ANTH 368 Regional Ethnography (3) Prerequisite: ANTH 260 or permission of department. Repeatable to 6 credits if content differs. Peoples and cultures of a particular region of the world, on the basis of ethnographies, archaeological evidence, and relevant works by social historians and political economists. The regional focus and thematic emphasis will vary by semester.

ANTH 380 Culture and Discourse (3) Prerequisite: ANTH 260 or equivalent or permission of department. Recommended: LING 200 or equivalent. Credit will be granted for only one of the following: ANTH 380 or ANTH 371. Formerly ANTH 371. Contemporary discourse analysis and pragmatics applied to ethnographic research problems with particular attention to roots in recent linguistic anthropological work in ethnographic semantics and ethnography of speaking.

ANTH 398 Independent Study (1-3) Prerequisite: permission of department. Repeatable to 6 credits if content differs. Independent interdisciplinary research and reading in specific areas of anthropology.

ANTH 410 Culture, Health and Community Development (3) Junior standing. Also offered as ANTH 610. Credit will be granted for only one of the following: ANTH 410 or ANTH 610. Introduction to the relationships between culture, health practices, and community development viability. Focus on ethnographic research and stakeholder analysis.

ANTH 420 Origins of Modern Humans (3) Prerequisite: ANTH 320 or permission of department. Principles of taxonomy as applied to the fossil evidence for human emergence; a discussion of fossils; biological and cultural change; data on molecular and cellular evolution; and a discussion of demographic and ecological patterns as they effect evolutionary change from region to region.

ANTH 425 Applied Biological Anthropology (3) Junior standing. Also offered as ANTH 625. Credit will be granted for only one of the following: ANTH 425 or ANTH 625. Introduction to major contributions to applied biological anthropology. Topics include reproduction and fertility, nutrition, pollution, physical fitness, and degenerative metabolic disease.

ANTH 428 Special Topics in Bio-anthropology (3) Prerequisite: permission of department. Repeatable to 6 credits if content differs. Advanced research courses in biological anthropology on changing topics that correspond to new theoretical interests, faculty research interests, or the specialties of visiting scholars. Prerequisites or background knowledge vary with the topic; check with the department for requirements.

ANTH 440 Historical Archaeology (3) Prerequisite: ANTH 240. The expansion of European culture through colonization of outposts and countries around the world after 1450 is explored through material remains and artifacts from areas that may include Africa, India, South Africa, Australia, and the Western Hemisphere.

ANTH 448 Special Topics in Archaeology (3) Prerequisite: ANTH 240. Repeatable to 6 credits if content differs. Advanced topics in archaeological research, corresponding to new theoretical developments, faculty research interests, or specialties of visiting scholars. Prerequisites may vary with course topic; check with the department for requirements.

ANTH 450 Resource Management and Cultural Process (3) Junior standing. Also offered as ANTH 650. Credit will be granted for only one of the following: ANTH 450 or ANTH 650. Introduction to anthropological contributions to resource management, to include natural resources, agricultural development, heritage management, urban and regional resource planning, and tourism development. Focus on ecological and cultural approaches.

ANTH 454 Anthropology of Travel and Tourism (3) Review of recent anthropological contributions to the study of tourism and tourism development. Topics include the political economy of tourism, gender in tourism, the built environment, ecotourism, and sustainable tourism development.

ANTH 460 Interpretive Anthropology (3) Prerequisite: ANTH 260 or permission of department. Anthropological approaches which seek to explain human behavior in terms of meaning and their relationships to other aspects of social life.

ANTH 462 Kinship and Social Organizations (3) Prerequisite: ANTH 260. Recommended: ANTH 360. Credit will be granted for only one of the following: ANTH 462 or ANTH 431. Formerly ANTH 431. Cross-cultural study of customary social phenomena, as encountered through ethnographic inquiry. Attention on a wide sample of social behaviors and social structures, including those characteristic of complex, state-level socio-cultural systems. It will employ methods and insights deriving from historical data, as well as from those resulting from a wide range of intensive ethnographic inquiries.

ANTH 464 Development Anthropology (3) Prerequisite: ANTH 262 or equivalent. Explores anthropological approaches to economic development, particularly the new sub-field of sustainable development. Examines the local-level social, political and economic consequences of development and the potential for grassroots strategies to manage resources.

ANTH 468 Special Topics in Cultural Anthropology (3) Prerequisite: ANTH 360 or permission of department. Repeatable to 6 credits if content differs. Advanced courses in varying specialty areas of cultural anthropology that respond to new theoretical developments, faculty research interests, or specialties of visiting scholars.

ANTH 470 History and Philosophy of Anthropological Inquiry (3) Prerequisite: ANTH 220 or ANTH 240 or ANTH 260. Recommended: ANTH 320 or ANTH 340 or ANTH 360 or ANTH 380. Credit will be granted for only one of the following: ANTH 470 or ANTH 397. Formerly ANTH 397. Important philosophical and historical aspects of anthropological theorizing. Attention will be given on the Ontological and Epistemological (the latter including Methodological) assumptions of the major camps and paradigms in anthropology over the past one hundred or so years, especially the last three decades. A focus on developments in cultural anthropology, while addressing the other sub-fields of anthropology.

ANTH 476 Senior Research (3-4) For ANTH majors only. Credit will be granted for only one of the following: ANTH 476 or ANTH 486. Capstone course in which students pursue independent research into a current problem in anthropology, selected with assistance of a committee of faculty. Research leads to the writing of a senior thesis in anthropology.

ANTH 477 Senior Thesis (3-4) Prerequisite: ANTH 476; permission of department. For ANTH majors only. Credit will be granted for only one of the following: ANTH 477 or ANTH 487. Capstone course in which students write a senior thesis on independent research into a current problem in anthropology. The thesis is defined before a committee of faculty.

ANTH 478 Special Topics in Linguistics (3) Prerequisite: ANTH 380 or permission of department. Recommended: LING 200 or equivalent. Repeatable to 6 credits if content differs. Advanced courses in specialty areas that respond to new theoretical developments and faculty research interests in linguistics.

ANTH 486 Honors Research (3-4) Prerequisites: permission of department; admission to University Honors Program or Anthropology Honors Program. For ANTH majors only. Credit will be granted for only one of the following: ANTH 486 or ANTH 476. Capstone course in which students pursue independent research into a current problem in anthropology, selected with assistance of a committee of faculty. Research leads to the writing of an honors thesis in anthropology.

ANTH 487 Honors Thesis (3-4) Prerequisites: ANTH 486; permission of department; admission to University Honors Program or Anthropology Honors Program. For ANTH majors only. Credit will be granted for only one of the following: ANTH 487 or ANTH 477. Capstone course in which students write a thesis on the results of independent research into a current problem in anthropology.

ANTH 496 Field Methods in Archaeology (6) Formerly ANTH 499. Field training in the techniques of archaeological survey and excavation.

ANTH 498 Ethnographic Fieldwork (3-8) Prerequisite: permission of department. Repeatable to 8 credits if content differs. Field training in the collection, recording and interpretation of ethnographic data.

ANTH 499 Fieldwork in Biological Anthropology (3-8) Prerequisite: permission of department. Repeatable to 8 credits if content differs. Field training in techniques of human biology, primatology, or paleoanthropology.

ARCH — Architecture

ARCH 150 Design Career Discovery (3) Five hours of lecture, 25 hours of laboratory, and five hours of discussion/recitation per week. Prerequisite: permission of department. The design project, which will involve elements of planning, site design, architectural design and landscape architecture, will culminate in a model, a photograph of which will be available for inclusion in an application portfolio for admission to a university-level design program. Activities will include: field trips to design offices and built projects; lectures; and a hands on design project. Participants will get a personal feeling for the ambiance of design school, and learn about design-educational programs here and across the nation.

ARCH 170 Introduction to the Built Environment (3) Introduction to conceptual, perceptual, behavioral and technical aspects of environmental design; methods of analysis, problem solving and project implementation.

ARCH 220 History of Architecture I (3) Survey of Western architectural history to the Renaissance, with consideration of parallel developments in the Eastern World.

ARCH 221 History of Architecture II (3) Prerequisite: ARCH 220 or permission of department. Survey of Western architectural history from the Renaissance to the 20th-century, with consideration of parallel developments in the Eastern World.

ARCH 223 History of Non-Western Architecture (3) Survey of architectural history, including prehistoric and vernacular; ancient civilizations of Egypt, Mesopotamia and the Indus valley; the Islamic world; Hindu and Buddhist traditions of Asia; and pre-European Africa and the Americas.

ARCH 242 Drawing I (2) Introduces the student to basic techniques of sketching and use of various media.

ARCH 343 Drawing II: Line Drawing (3) Studio, four hours per week. Six hours of laboratory per week. Prerequisite: ARCH 400 or permission of department. For ARCH majors only. Basic free hand line drawing for architectural perception and design.

ARCH 400 Architecture Studio I (6) Three hours of lecture and nine hours of studio per week. Prerequisite: ARCH 400 with a grade of C or better. For ARCH majors only. Continuation of ARCH 400.

ARCH 401 Architecture Studio II (6) Three hours of lecture and nine hours of studio per week. Prerequisite: ARCH 400 with a grade of C or better. For ARCH majors only. Continuation of ARCH 400.

ARCH 402 Architecture Studio III (6) Three hours of lecture and nine hours of studio per week. Prerequisite: ARCH 401 with a grade of C or better. For ARCH majors only. Design projects involving the elements of environmental control, basic structural systems, building processes and materials.

ARCH 403 Architecture Studio IV (6) Prerequisite: ARCH 402 with a grade of C or better. For ARCH majors only. Three hours of lecture and nine hours of studio per week. Design projects involving forms generated by different structural systems, environmental controls and methods of construction.

ARCH 408 Selected Topics in Architecture Studio (1-6) Prerequisite: ARCH 403 or equivalent and permission of department. Repeatable to 6 credits if content differs. Topical problems in architecture and urban design.

ARCH 410 Technology I (4) Prerequisites: MATH 220; and (PHYS 121 and PHYS 122) or PHYS 117. Co-requisite: ARCH 400. For ARCH majors only. First course in a four course sequence which develops the knowledge and skills of architectural technology. Addresses climate, human responses to climate, available materials, topography and impact on culture. Principles of assembly, basic structural principles and philosophies of construction.

ARCH 411 Technology II (4) Prerequisite: ARCH 410. Co-requisite: ARCH 401. For ARCH majors only. Second course in a four course sequence. Building construction processes and terminology; use and performance characteristics of primary building materials; principles of structural behavior related to the building systems; equilibrium and stability, stiffness and strength, types of stress, distribution of force and stress, resolution of forces, reactions, bending moments, shear, deflection, buckling.

ARCH 412 Technology III (4) Prerequisite: ARCH 411. Co-requisite: ARCH 402. For ARCH majors only. Design of steel, timber, and reinforced concrete elements, and subsystems; analysis of architectural building systems. Introduction to design for both natural and other hazards.

ARCH 413 Technology IV (4) Prerequisite: ARCH 412. Co-requisite: ARCH 403. For ARCH majors only. Final course in a four course sequence. Theory, quantification, and architectural design applications for water systems, fire protection, electrical systems, illumination, signal equipment, and transportation systems.

ARCH 418 Selected Topics in Architectural Science (1-4) Prerequisite: permission of department. Repeatable to 7 credits if content differs.

ARCH 419 Independent Studies in Architectural Science (1-4) Repeatable to 7 credits. Proposed work must have a faculty sponsor and receive approval of the curriculum committee.

ARCH 420 History of American Architecture (3) Prerequisite: ARCH 221 or permission of department. American architecture from the late 17th to the 20th century.

ARCH 422 History of Greek Architecture (3) Prerequisite: ARCH 220 or permission of department. Survey of Greek architecture from 750-100 B.C.

ARCH 423 History of Roman Architecture (3) Prerequisite: ARCH 220 or permission of department. Survey of Roman architecture from 500 B.C. To A.D. 325.

ARCH 426 Fundamentals of Architecture (3) Prerequisite: admission to 3 1/2 year M. ARCH program. Thematic introduction of a variety of skills, issues, and ways of thinking that bear directly on the design and understanding of the built world.

ARCH 427 Theories of Architecture (3) Prerequisite: ARCH 221 or permission of department. For ARCH majors only. Selected historical and modern theories of architectural design.

ARCH 428 Selected Topics in Architectural History (1-3) Prerequisite: permission of department. Repeatable to 7 credits if content differs.

ARCH 429 Independent Studies in Architectural History (1-4) Repeatable to 6 credits. Proposed work must have a faculty sponsor and receive approval of the curriculum committee.

ARCH 432 History of Medieval Architecture (3) Prerequisite: ARCH 220 or permission of department. Architecture of western Europe from the early Christian and Byzantine periods through the late Gothic, with consideration of parallel developments in the eastern world.

ARCH 433 History of Renaissance Architecture (3) Prerequisite: ARCH 221 or permission of department. Renaissance architectural principles and trends in the 15th and 16th centuries and their modifications in the Baroque period.

ARCH 434 History of Modern Architecture (3) Prerequisite: ARCH 221 or permission of department. Architectural trends and principles from 1750 to the present, with emphasis on developments since the mid-19th century.

ARCH 435 History of Contemporary Architecture (3) For ARCH majors only. Concentration on the developments in architecture in Europe and the U.S. since World War II, their antecedents in the 1920s and 1930s, and the various reactions to modernism in the post-war era.

ARCH 436 History of Islamic Architecture (3) Prerequisite: ARCH 220 or permission of department. Survey of Islamic architecture from the seventh through the 18th-century.

ARCH 437 History of Pre-Columbian Architecture (3) Architecture of Pre-Columbian Mexico and Central America from the Pre-Classical Period through the Spanish conquest.

ARCH 443 Visual Communication (2) Two hours of lecture and two hours of laboratory per week. Prerequisite: admission to the 3 1/2 year M. ARCH program. For ARCH majors only. Investigation of the relationship between drawing from life and architectural drawing, the conventions of architectural drawing and the role of architectural drawing as a means to develop, communicate, and generate architectural ideas.

ARCH 445 Visual Analysis of Architecture (3) Two hours of lecture and two hours of studio per week. Prerequisite: ARCH 401 and ARCH 343, or permission of department. Visual principles of architectural design through graphic analysis.

ARCH 448 Selected Topics in Visual Studies (1-4) Prerequisite: permission of department. Repeatable to 7 credits if content differs.

ARCH 449 Independent Studies in Visual Studies (1-4) Repeatable to 6 credits. Proposed work must have a faculty sponsor and receive approval of the curriculum committee.

ARCH 450 Introduction to Urban Planning (3) Introduction to city planning theory, methodology and techniques, dealing with normative, urban, structural, economic, social aspects of the city; urban planning as a process. Architectural majors or by permission of the instructor. Lecture, seminar, 3 hours per week.

ARCH 451 Urban Design Seminar (3) Prerequisite: ARCH 350 or permission of department. Advanced investigation into problems of analysis and evaluation of the design of urban areas, spaces and complexes with emphasis on physical and social considerations, effects of public policies, through case studies. Field observations.

ARCH 453 Urban Problems Seminar (3) Prerequisite: permission of department. A case study of urban development issues, dealing primarily with socio-economic aspects of changes in the built environment.

ARCH 458 Selected Topics in Urban Planning (1-4) Prerequisite: permission of department. Repeatable to 7 credits if content differs.

ARCH 459 Independent Studies in Urban Planning (1-4) Repeatable to 6 credits. Proposed work must have a faculty sponsor and receive approval of the curriculum committee.

ARCH 460 Site Analysis and Design (3) Prerequisite: ARCH majors only or permission of department. Principles and methods of site analysis; the influence of natural and man-made site factors on site design and architectural form.

ARCH 470 Computer Applications in Architecture (3) Prerequisite: ARCH 400 or permission of department. Introduction to computer programming and utilization, with emphasis on architectural applications.

ARCH 472 Economic Determinants in Architecture (3) Introduction to economic factors influencing architectural form and design, including land economics, real estate, financing, project development, financial planning, construction and cost control.

ARCH 478 Selected Topics in Architecture (1-4) Prerequisite: permission of department. Repeatable to 7 credits if content differs.

ARCH 479 Independent Studies in Architecture (1-4) Repeatable to 6 credits. Proposed work must have a faculty sponsor and receive approval of the curriculum committee.

ARCH 480 Problems and Methods of Architectural Preservation (3) Prerequisite: ARCH 420 or permission of department. Theory and practice of preservation in America, with emphasis on the problems and techniques of community preservation.

ARCH 481 The Architect in Archaeology (3) Prerequisite: permission of department. The role of the architect in field archaeology and the analysis of excavating, recording, and publishing selected archaeological expeditions.

ARCH 482 The Archaeology of Roman and Byzantine Palestine (3) Archaeological sites in Palestine (Israel and Jordan) from the reign of Herod the Great to the Moslem conquest.

ARCH 483 Field Archaeology (3) Prerequisite: permission of department. Participation in field archaeology with an excavation officially recognized by proper authorities of local government.

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ARCH 488 Selected Topics in Architectural Preservation (1-4)
Prerequisite: permission of department. Repeatable to 7 credits if content differs.

ARCH 489 Independent Studies in Architectural Preservation (1-4) Repeatable to 6 credits. Proposed work must have a faculty sponsor and receive approval of the curriculum committee.

AREC — Agricultural and Resource Economics

AREC 182 Information from Economic Data, An Introduction (3) One hour of lecture and three hours of laboratory per week. Prerequisite: permission of department. Recommended: STAT 100. Formerly AREC 382. Analyzing economic data using computer spreadsheets and other software. Topics include descriptive statistics, index numbers, seasonal price patterns, trend analysis, prediction and forecasting, etc. Prior experience with statistics and computer spreadsheets helpful but not required.

AREC 240 Introduction to Economics and the Environment (3) Costs and social impacts of pollution and human crowding in the modern environment. The economic, legal and institutional causes of these problems. Public policy approaches to solutions and the costs and benefits of alternative solutions.

AREC 250 Elements of Agricultural and Resource Economics (3) An introduction to economic principles of production, marketing, agricultural prices and incomes, farm labor, credit, agricultural policies, and government programs.

AREC 306 Farm Management (3) The organization and operation of the farm business to obtain an income consistent with family resources and objectives. Principles of production economics and other related fields as applied to the individual farm business.

AREC 332 Introduction to Natural Resource Policy (3) Prerequisite: AREC 240. Credit will be granted for only one of the following: AREC 432 or AREC 332. Formerly AREC 432. Development of natural resource policy and analysis of the evolution of public intervention in the use of natural resources. Examination of present policies and of conflicts between private individuals, public interest groups, and government agencies.

AREC 365 World Hunger, Population, and Food Supplies (3) An introduction to the problem of world hunger and possible solutions to it. World demand, supply, and distribution of food. Alternatives for leveling off world food demand, increasing the supply of food, and improving its distribution. Environmental limitations to increasing world food production.

AREC 388 Honors Thesis Research (3-6) Prerequisite: admission to AGNR Honors Program. Repeatable to 6 credits if content differs. Undergraduate honors thesis research conducted under the direction of an AGNR faculty member in partial fulfillment of the requirements of the College of AGNR Honors Program. The thesis will be defended to a faculty committee.

AREC 399 Special Problems (1-3) Repeatable to 6 credits if content differs. Concentrated reading and study in some phase of a problem in agricultural and/or natural resource economics.

AREC 404 Prices of Agricultural Products (3) Prerequisite: ECON 306. An introduction to agricultural price behavior. The use of price information in the decision-making process, the relation of supply and demand in determining agricultural prices, and the relation of prices to grade, time, location, and stages of processing in the marketing system. Elementary methods of price analysis, the concept of parity and the role of price support programs in agricultural decisions.

AREC 405 Economics of Agricultural Production (3) Prerequisite: ECON 306. The use and application of production economics in agriculture and resource industries through graphical and mathematical approaches. Production functions, cost functions, multiple product and joint production, and production processes through time.

AREC 407 Agricultural Finance (3) Pre- or co-requisite: ECON 306. Application of economic principles to develop criteria for a sound farm business, including credit source and use, preparing and filing income tax returns, methods of appraising farm properties, the summary and analysis of farm records, leading to effective control and profitable operation of the farm business.

AREC 414 Agricultural Business Management (3) Prerequisite: ECON 306. The different forms of businesses. Management functions, business indicators, measures of performance, and operational analysis. Case studies are used to show applications of management techniques.

AREC 427 Economics of Agricultural Marketing Systems (3) Prerequisite: ECON 306. Basic economic theory as applied to the marketing of agricultural products, including price, cost, and financial analysis. Current developments affecting market structure including effects of contractual arrangement, vertical integration, governmental policies and regulation.

AREC 433 Food and Agricultural Policy (3) Prerequisite: ECON 306. Economic and political context of governmental involvement in the farm and food sector. Historical programs and current policy issues. Analysis of economic effects of agricultural programs, their benefits and costs, and comparison of policy alternatives. Analyzes the interrelationship among international development, agricultural trade and general economic and domestic agricultural policies.

AREC 435 Commodity Futures and Options (3) Two hours of lecture and two hours of laboratory per week. Prerequisite: ECON 306; BMGT 230 or ECON 321. The economics and institutional features of commodity futures and options markets. Students will develop a basic understanding of the underlying price relationships between cash and futures markets and will apply this information to business risk management decision making.

AREC 445 Agricultural Development, Population Growth and the Environment (3) Prerequisite: ECON 306. Development theories, the role of agriculture in economic development, the agricultural policy environment, policies impacting on rural income and equity, environmental impacts of agricultural development.

AREC 453 Natural Resources and Public Policy (3) Prerequisite: ECON 306. Rational use and reuse of natural resources. Theory, methodology, and policies concerned with the allocation of natural resources among alternative uses. Optimum state of conservation, market failure, safe minimum standard, and cost-benefit analysis.

AREC 455 Economics of Land Use (3) Prerequisite: ECON 306. Fundamentals of location theory. Microeconomics of land use decisions, including determination of rent and hedonic pricing models. Impacts of government decisions on land use, including regulation (e.g., zoning), incentives (transferable development rights), provision of public services, and infrastructure investments. Impacts of land use on environmental quality, including issues relating to sprawl, agricultural land preservation, and other topics of special interest.

AREC 484 Econometric Applications in Agriculture and Environmental/Natural Resources (3) Prerequisite: ECON 321 or equivalent. Co-requisite: ECON 306. Application of econometric techniques to problems in agriculture, environment, and natural resources. Emphasis on the assumptions and computational techniques necessary to structure, estimate, and test economic models in the fields of agricultural, environmental, and resource economics.

AREC 489 Special Topics in Agricultural and Resources Economics (3) Repeatable to 9 credits.

ARHU — Arts and Humanities

ARHU 109 Honors Humanities Colloquium (1) For Honors Humanities students only. Continuation of Honors Humanities Colloquium.

ARHU 118 Honors Humanities First Year Seminar (3) One hour of lecture and two hours of discussion/recitation per week. Prerequisite: admission to Honors Humanities. Repeatable to 6 credits if content differs. Formerly ARHU 100. Interdisciplinary introduction to basic issues in the history and methodologies of the humanities.

ARHU 208 Vermeer and Dutch Genre Traditions (3) For Honors Humanities students only. Repeatable to 6 credits if content differs.

ARHU 218 Honors Humanities Second Year Seminar (3) One hour of lecture and two hours of discussion/recitation per week. Prerequisite: admission to Honors Humanities. Repeatable to 6 credits if content differs. Seminar reflecting basic issues and basic methodologies in the humanities.

ARHU 298 Special Problems in Arts and Humanities (3) Repeatable if content differs.

ARHU 308 Critical Eras: An Interdisciplinary View (3) Repeatable to 6 credits if content differs. An interdisciplinary exploration of a critical period, ranging from a year to an era, stressing the relationship between different forms of human expression and the social milieu.

ARHU 309 Forms and Forces of Human Experience: An Interdisciplinary Exploration (3) Prerequisite: one course in at least one of the departments participating in the particular section. Repeatable to 6 credits if content differs. An interdisciplinary analysis of a particular social or cultural topic, attitude, or concern.

ARHU 390 Cross Cultural Perspectives on Quality (3) Third course in a series of four courses in the IBM TQ program. Examines strategic quality management in a globalized setting with emphasis on cross-cultural communication and culturally influenced perception of quality. The third of four courses in the IBM TQ curriculum.

ARHU 439 Interdisciplinary Studies in Arts and Humanities (3) Repeatable to 6 credits if content differs. An interdisciplinary exploration of chronological, geographical or thematic topics in Arts and Humanities.

ARHU 498 Special Topics in Arts and Humanities (3) Repeatable if content differs.

ARSC — Air Science

ARSC 100 The USAF Today I (1) Freshmen course for AFROTC cadets. Study of topics relating to the Air Force and defense. Focuses on organizational structure and missions of the Air Force; officership; and an introduction to both written and oral communication skills. Open to all university students. AFROTC cadets must also register for ARSC 159.

ARSC 101 The USAF Today II (1) Continuation of ARSC 100 for freshmen AFROTC cadets. The mission, organization and systems of the U.S. Air Force offensive, defensive, and aerospace support forces and the use of these forces to support contemporary societal demands. Open to all university students. AFROTC cadets must also register for ARSC 159.

ARSC 159 Air Force Officer Lab (1) Two hours of laboratory per week. Co-requisite: any other ARSC course. For AFROTC cadets only. This course does not carry credit towards any degree at the University. Repeatable to 8 credits if content differs. Offers Air Force ROTC cadet officer's practical experience in military leadership, management, organization, and customs. May include visits to military installations and flight orientation. Open only to AFROTC cadets.

ARSC 200 The Development of Air Power I (1) Sophomore course for AFROTC cadets. Study of factors contributing to the development of air power from its earliest beginnings through two world wars; the evolution of air power concepts and doctrine; introductory leadership; and assessment of communicative skills. Open to all university students. AFROTC cadets must also register for ARSC 159.

ARSC 201 The Development of Air Power II (1) Continuation of ARSC 200 for sophomore AFROTC cadets. The study of historical events, leaders, and technical developments which surrounded the growth of air power; the basics of leadership; environment of an Air Force officer; and concepts of ethical behavior. Open to all university students. AFROTC cadets must also register for ARSC 159.

ARSC 205 The U.S. Air Force and Air Power (4) Open only to applicants selected by AFROTC to compete for entrance into the two-year AFROTC program as a contract cadet. Six week field training session held during summer months at designated Air Force bases. Successful completion is a prerequisite for acceptance into the two year AFROTC program. Course content consists of a combination of academics, physical training and leadership laboratory experiences approximating those four year cadets gain in ARSC 100/101 and ARSC 200/201.

ARSC 310 Management and Leadership I (3) Junior level course for AFROTC cadets. The study of leadership and quality management fundamentals, professional knowledge, Air Force doctrine, and communicative skills. Case studies are used to examine leadership and management situations. Open to all university students. AFROTC cadets must also register for ARSC 159.

ARSC 311 Management and Leadership II (3) Continuation of ARSC 310 for junior level AFROTC cadets. Study of leadership and management skills and leadership ethics as well as communication skills required of Air Force officers. Open to all university students. AFROTC cadets also register for ARSC 159.

ARSC 320 National Security Forces in Contemporary American Society I (3) Senior level course for AFROTC cadets. Study of American national security policy and processes to include information and implementation, impact of major national and international actors, and development of major policy issues. Open to all university students. AFROTC cadets must also register for ARSC 159.

ARSC 321 National Security Forces in Contemporary American Society II (3) Senior level course for AFROTC cadets. This course examines various subjects including: the military law/justice, preparation for active duty, and current issues affecting military professionalism. Open to all university students. AFROTC cadets must also register for ARSC 159.

ARTH — Art History & Archaeology

ARTH 100 Introduction to Art (3) No credit toward the major can be received for this course. Major approaches to understanding the visual arts, and includes analysis of techniques, subject matter, and form. Painting, sculpture, architecture, and the graphic arts.

ARTH 200 Art of the Western World to 1300 (3) Painting, sculpture, and architecture from prehistoric times to the Renaissance.

ARTH 201 Art of the Western World after 1300 (3) Painting, sculpture, and architecture from the Renaissance to the present.

ARTH 250 Art and Archaeology of Ancient America (3) Art and archaeology of ancient Mesoamerica from 500 B.C. to 1500 A.D.

ARTH 275 Art and Archaeology of Africa (3) Appreciation of the art of African cultures. A survey of African culture through painting, sculpture, and architecture from prehistoric times to the present.

ARTH 289 Special Topics in Art History and Archaeology (3) Repeatable to 6 credits if content differs. Selected topics in the visual arts to introduce students to the history of various modes of visual expression and communication.

ARTH 290 Art of Asia (3) South and East Asian art from prehistory through the mid-19th century.

ARTH 300 Egyptian Art and Archaeology (3) Formerly ARTH 400. Sites and monuments of painting, sculpture, architecture, and the minor arts of ancient Egypt from earliest times through the Roman conquest. Emphasis on the pharaonic period.

ARTH 301 Aegean Art and Archaeology (3) Formerly ARTH 401. Sites and monuments of painting, sculpture, architecture, and the minor arts of Crete, the Cycladic islands, and the Greek mainland from the earliest times to the downfall of the Mycenaean empire.

ARTH 302 Greek Art and Archaeology (3) Formerly ARTH 402. Sites and monuments of painting, sculpture, architecture, and the minor arts from the Geometric through the Hellenistic period with emphasis on mainland Greece in the Archaic and Classical periods.

ARTH 303 Roman Art and Archaeology (3) Formerly ARTH 403. Sites and monuments of painting, sculpture, architecture, and the minor arts from the earliest times through the third century A.D. with emphasis on the Italian peninsula from the Etruscan period through that of Imperial Rome.

ARTH 307 Late Roman and Early Christian Art and Archaeology (3) Formerly ARTH 405. Painting, sculpture, architecture, and the minor arts from the early third century through the sixth century A.D.

ARTH 310 Byzantine Art and Archaeology (3) Formerly ARTH 406. Painting, sculpture, architecture, and the minor arts from the seventh century to 1453 A.D.

ARTH 313 Early Medieval Art (3) Formerly ARTH 410. Painting, sculpture and architecture in Western Europe, ca. 500-1150.

ARTH 314 Gothic Art (3) Formerly ARTH 411. Painting, sculpture and architecture in Western Europe, ca. 1150-1400.

ARTH 320 Fourteenth and Fifteenth-Century Northern European Art (3) Formerly ARTH 420. The art of northern Europe with an emphasis on painting in the Netherlands and France.

ARTH 321 Sixteenth-Century Northern European Painting (3) Formerly ARTH 425. Painting in France, Germany, England, and the Low Countries during the Renaissance and Reformation.

ARTH 323 Fifteenth-Century Italian Renaissance Art (3) Formerly ARTH 415. Painting, sculpture, architecture, and the decorative arts of the fifteenth century in Italy.

ARTH 324 Sixteenth-Century Italian Renaissance Art (3) Formerly ARTH 416. Painting, sculpture, architecture, and the decorative arts of the sixteenth century in Italy.

ARTH 330 Seventeenth-Century European Art (3) Formerly ARTH 430. Painting, sculpture and architecture concentrating on Italy, Spain, France, and England.

ARTH 335 Seventeenth-Century Art in the Netherlands (3) Formerly ARTH 435. Painting, sculpture and architecture in seventeenth-century Netherlands.

ARTH 343 Eighteenth-Century European Art (3) Formerly ARTH 443. From the Rococo to Neo-classicism, major developments in painting, architecture, sculpture, and the landscape garden in eighteenth-century France, England, Italy, Spain, and Germany.

ARTH 345 Nineteenth-Century European Art to 1850 (3) Formerly ARTH 445. The major trends from Neo-Classicism to Romanticism in painting, sculpture and architecture in Europe.

ARTH 346 Nineteenth-Century European Art from 1850 (3) Formerly ARTH 446. The major trends from Realism through Impressionism to Symbolism and Art Nouveau, in painting, sculpture, and architecture.

ARTH 350 Twentieth-Century Art to 1945 (3) Formerly ARTH 455. Painting, sculpture and architecture in Europe and America from the late nineteenth century to the end of World War II.

ARTH 351 Twentieth Century Art from 1945 (3) Formerly ARTH 456. Painting, sculpture and architecture in Europe and America from 1945 to the present.

ARTH 360 History of American Art to 1876 (3) Formerly ARTH 453. Painting, sculpture, architecture, and decorative arts in North America from the colonial period to 1876.

ARTH 361 American Art Since 1876 (3) Formerly ARTH 460. Painting, sculpture, architecture, and the decorative arts in North America after 1876.

ARTH 370 Latin American Art and Archaeology before 1500 (3) Formerly ARTH 470. Pre-Hispanic painting, sculpture, and architecture, with a focus on the major archaeological monuments of Mexico.

ARTH 371 Latin American Art and Archaeology After 1500 (3) Formerly ARTH 471. The effect of mingling European visual ideas with pre-Hispanic traditions. The formation of Latin American colonial art. How native American people transformed European ideas and forms.

ARTH 375 Ancient Art and Archaeology of Africa (3) Formerly ARTH 475. Art of the African continent from rock art through the nineteenth century. The cultural meaning of painting, sculpture, architecture, and artifacts from major archaeological sites.

ARTH 376 Living Art of Africa (3) Formerly ARTH 476. Art styles among the segmentary, centralized and nomadic people of Africa. The iconography and function of their art and its relationship to their various societies, cults and ceremonies.

ARTH 378 Special Topics for Honors Students (3) Prerequisites: admission to art history honors and permission of department. For ARTH majors only. Repeatable to 6 credits. Writing of a research paper. With an instructor's permission work may be done in conjunction with a graduate colloquium or seminar.

ARTH 379 Honors Thesis (3-6) Prerequisites: admission to art history honors and permission of department. For ARTH majors only. Repeatable to 6 credits. Research and writing of an honors thesis under the supervision of a faculty advisor.

ARTH 384 Art of Japan (3) Formerly ARTH 395. A chronological survey of Japanese painting, sculpture, architecture, and the applied arts.

ARTH 385 Art of China (3) Formerly ARTH 390. A chronological survey of Chinese painting, sculpture, and the applied arts.

ARTH 389 Special Topics in Art History and Archaeology (3) Prerequisite: permission of department. Repeatable to 6 credits if content differs.

ARTH 407 Art and Archaeology of Mosaics (3) Mosaic pavements in their archaeological, art historical, and architectural context from circa 300 B.C. through circa A.D. 700.

ARTH 418 Special Problems in Italian Renaissance Art (3) Repeatable to 6 credits if content differs. Focus upon aspects of painting, sculpture, and architecture of Renaissance.

ARTH 426 Renaissance and Baroque Sculpture in Northern Europe (3) Sculpture in France, Germany, England, and the Low Countries from the fourteenth to the seventeenth century.

ARTH 444 British Painting, Hogarth to the Pre-Raphaelites (3) A survey of British painting focusing on the establishment of a strong native school in the genres of history painting, narrative subjects, portraiture, sporting art, and landscape.

ARTH 451 Primitivism in Twentieth-Century Art (3) Examines the concept of primitivism as a specifically West-European cultural phenomenon.

ARTH 452 Between East and West: Modernism in East and Central Europe (3) Explores the modernist movements of Eastern and Central Europe, beginning with Russia, circa 1861.

ARTH 453 Sculpture in the Expanded Field (3) Focus on a series of problems posed by specific types of 'sculptural' work that link the modern with the postmodern.

ARTH 457 History of Photography (3) History of photography as art from its inception in 1839 to the present.

ARTH 462 Twentieth-Century Black American Art (3) Formerly ARTH 474. The visual arts of Black Americans in the twentieth century, including crafts and decorative arts.

ARTH 466 Feminist Perspectives on Women in Art (3) Also offered as WMST 466. Credit will be granted for only one of the following: ARTH 466 or WMST 466. Principal focus on European and American women artists of the 19th and 20th centuries, in the context of the new scholarship on women.

ARTH 485 Chinese Painting (3) Formerly ARTH 490. Chinese painting history from the second century B.C. through the twentieth century, covering cultural, stylistic and theoretical aspects.

ARTH 486 Japanese Painting (3) Formerly ARTH 495. Japanese painting from the sixth through the nineteenth century, including Buddhist icon painting, narrative scrolls, and Zen-related ink painting.

ARTH 488 Colloquium in Art History (3) Prerequisite: permission of department. Repeatable to 9 credits if content differs. Colloquium to investigate a specific topic in depth.

ARTH 489 Special Topics in Art History (3) Prerequisite: permission of department. Repeatable to 9 credits if content differs.

ARTH 494 Archaeological Theories, Methods, and Practice (3) 45 semester hours. Formerly ARTH 484. An examination of the theories, methods, and practices of New and Old World archaeology.

ARTH 496 Methods of Art History and Archaeology (3) Prerequisite: permission of department. For ARTH majors only. Methods of research and criticism applied to typical art-historical/ archaeological problems, familiarizing the student with bibliography and other research tools. Introduction to the historiography of art history and archaeology, surveying the principal theories, encouraging methodological debates within the discipline. Course for majors who intend to go on to graduate school.

ARTH 498 Directed Studies in Art History I (2-3) Prerequisite: permission of department. Repeatable if content differs. Junior standing.

ARTH 499 Honors Thesis (1-6) Prerequisite: permission of department. Repeatable to 6 credits if content differs.

ARTT — Art Studio

ARTT 100 Two Dimensional Art Fundamentals (3) Two hours of lecture and two hours of laboratory per week. Credit will be granted for only one of the following: ARTT 100, ARTS 100, DESN 101, or APDS 101. Formerly ARTS 100. Principles and elements of pictorial space examined through the manipulation and organization of various materials.

ARTT 110 Elements of Drawing I (3) Six hours of laboratory per week. Formerly ARTS 110. Media and related techniques to depict still-life, figure and nature.

ARTT 150 Introduction to Art Theory (3) Examination of contemporary art; review of global, philosophic and critical positions by the examination of works of art.

ARTT 200 Three Dimensional Art Fundamentals (3) Two hours of lecture and two hours of laboratory per week. Prerequisite: ARTT 100. Credit will be granted for only one of the following: ARTT 200, ARTS 200, DESN 102, or APDS 102. Formerly ARTS 200. Three-dimensional form and space examined through the manipulation and organization of various materials.

ARTT 208 Intermediate Special Topics in Art (3) Six hours of laboratory per week. Prerequisites: ARTT 110; and ARTT 200. Repeatable to 6 credits if content differs. Formerly ARTS 208. Development of student's work on an intermediate studio level within the context of a special topic.

ARTT 210 Elements of Drawing II (3) Six hours of laboratory per week. Prerequisite: ARTT 110. Formerly ARTS 210. Continuation of ARTT 110 with additional emphasis on pictorial space.

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ARTT 320 Elements of Painting (3) Six hours of laboratory per week. Prerequisite: ARTT 210. Formerly ARTS 320. Basic tools and language of painting. Oil and/or water-based paints.

ARTT 330 Elements of Sculpture: Metal Casting (3) Six hours of laboratory per week. Prerequisites: ARTT 200; and ARTT 210. Formerly ARTS 330. Basic sculptural techniques and processes related to metal casting.

ARTT 331 Elements of Sculpture: Steel (3) Six hours of laboratory per week. Prerequisites: ARTT 200; and ARTT 210. Basic techniques related to steel fabricated sculpture; torch cutting and welding, arc welding, hot forging.

ARTT 332 Elements of Sculpture: Stone (3) Six hours of laboratory per week. Prerequisites: ARTT 200; and ARTT 210. Formerly ARTT 335. Basic sculptural techniques and processes using stone and related materials.

ARTT 333 Elements of Sculpture: Wood and Mixed Media (3) Six hours of laboratory per week. Prerequisites: ARTT 200; and ARTT 210. Basic sculptural techniques and processes using wood and mixed media.

ARTT 334 Elements of Sculpture: Assembled Form and Material (3) Six hours of laboratory per week. Prerequisite: ARTT 200 and ARTT 210. Formerly ARTS 334. Examines sculptural concepts through a variety of materials, basic techniques and processes related to building and fabrication.

ARTT 340 Elements of Printmaking: Intaglio (3) Six hours of laboratory per week. Prerequisite: ARTT 210. Formerly ARTS 340. Basic techniques and processes related to etching, aquatint and drypoint.

ARTT 341 Elements of Printmaking: Woodcut and Relief (3) Six hours of laboratory per week. Prerequisite: ARTT 210. Formerly ARTS 341. Basic techniques and processes related to woodcuts, linocuts and other relief media.

ARTT 342 Elements of Printmaking: Collagraphy (3) Six hours of laboratory per week. Prerequisite: ARTT 210. Formerly ARTS 342. Basic techniques and processes related to collagraph printing.

ARTT 343 Elements of Printmaking: Screen Printing (3) Six hours of laboratory per week. Prerequisite: ARTT 210. Formerly ARTS 343. Basic techniques and processes related to serigraph and silkscreen printing.

ARTT 344 Elements of Printmaking: Lithography (3) Six hours of laboratory per week. Prerequisite: ARTT 210. Formerly ARTS 344. Basic techniques and processes related to drawing, preparing and printing images on lithograph stones or plates.

ARTT 350 Elements of Design (3) Six hours of laboratory per week. Prerequisites: ARTT 110 and ARTT 200. Not open to students who have completed ARTT 250. Credit will be granted for only one of the following: ARTT 350 or ARTT 250. Formerly ARTT 250. Investigation of basic design principles and methods. Introduction to basic typography, layout, illustration, exhibit design, and product/package design.

ARTT 351 Elements of Graphic Design and Illustration (3) Six hours of laboratory per week. Prerequisite: ARTT 250 or ARTT 350 or permission of instructor. Credit will be granted for only one of the following: ARTT 350 or ARTT 351. Instruction to visual communications, logo, multi-page publication, marketing graphics, as well as a variety of media and techniques of editorial illustration.

ARTT 352 Three Dimensional Graphics (3) Five hours of laboratory per week. Prerequisite: ARTT 350 or permission of instructor. Graphic design and color concepts applied to three-dimensional objects and architectural environments. Presentations include scale drawings, scale models and real size mock-ups.

ARTT 353 Elements of Photography (3) Prerequisites: ARTT 100 and ARTT 110 or permission of department. Introduction to black-and-white photography. Basic technical and aesthetic vocabulary, camera mechanics and darkroom techniques. Introduction to the photographic message and meaning in both fine art and design concept.

ARTT 354 Elements of Computer Graphics (3) Six hours of laboratory per week. Prerequisites: ARTT 100 and ARTT 110 or permission of department. Introduction to computer graphics, imaging, illustration and mixed media.

ARTT 404 Experiments in Visual Processes (3) Six hours of laboratory per week. Prerequisite: ARTT 220 or ARTT 330 or ARTT 340. Formerly ARTS 404. Investigation and execution of process oriented art. Group and individual experimental projects.

ARTT 408H Honors Seminar (3) Prerequisites: Acceptance into Department Honors Program, completion of ARTT 300-400H and 418H electives, and permission of department. Team-taught seminar focusing on relationship between students' work and the theoretical context of contemporary art.

ARTT 418 Drawing (3) Six hours of laboratory per week. Prerequisite: ARTT 210. Repeatable to 12 credits. Formerly ARTS 418. Original compositions from the figure and nature, supplemented by problems of personal and expressive drawing.

ARTT 428 Painting (3) Six hours of laboratory per week. Prerequisite: ARTT 320. Repeatable to 12 credits. Formerly ARTS 428. Original compositions based upon nature, figure, still life and expressive painting emphasizing development of personal directions.

ARTT 438 Sculpture (3) Six hours of laboratory per week. Prerequisites: one 300-level sculpture course; and permission of department. Repeatable to 12 credits. Formerly ARTS 438. Continuation of 300-level elements of sculpture courses with emphasis on developing personal directions in chosen media.

ARTT 448 Printmaking (3) Six hours of laboratory per week. Prerequisites: one 300-level printmaking course; and permission of department. Repeatable to 12 credits. Formerly ARTS 448. Continuation of 300-level elements of printmaking courses with emphasis on developing personal directions in chosen media.

ARTT 449 Advanced Photography (3) Six hours of laboratory per week. Prerequisite: ARTT 353. Repeatable to 12 credits if content differs. Advanced photographic techniques and theory. Digital photography, image and text, non-silver photography, instant photography, color photography and other special tools.

ARTT 458 Graphic Design and Illustration (3) Six hours of laboratory per week. Prerequisites: ARTT 350 and ARTT 351. Repeatable to 12 credits if content differs. Advanced techniques and theory of graphic design and illustration. Image and text, poster, magazine, film, and television graphics, propaganda symbolism included.

ARTT 459 Three Dimensional Design (3) Six hours of laboratory per week. Prerequisite: ARTT 352. Repeatable to 12 credits if content differs. Advanced techniques and theory of product design, furniture design, exhibit design and package design.

ARTT 460 Seminar in Art Theory (3) Senior standing. Exploration of relationship between content and processes of art in a contemporary multi-cultural context.

ARTT 461 Readings in Art Theory (3) Prerequisite: senior standing or permission of department. Reading and critical analysis in contemporary art.

ARTT 462 Artist's Survival Seminar (3) Prerequisite: senior standing or permission of department. Business aspects of being an artist with emphasis on starting and maintaining a professional career.

ARTT 463 Principles and Theory: African-American Art (3) Not open to students who have completed ARTT 474. Formerly ARTT 474. Principles basic to the establishment of aesthetic theories common to an ethnic or minority art examined through the works of art by Americans of African ancestry.

ARTT 468 Seminar on the Interrelationship between Art and Art Theory (3) Prerequisite: permission of department. Repeatable to 6 credits if content differs. Formerly ARTS 468. The relationship between a student's work and the theoretical context of contemporary art.

ARTT 478 Papermaking (3) Six hours of laboratory per week. Prerequisite: permission of department. Repeatable to 6 credits if content differs. Traditional and contemporary Western papermaking techniques with emphasis on creative approaches and continued individual artistic growth.

ARTT 479 Computer Graphics (3) Six hours of laboratory per week. Prerequisite: ARTT 354. Repeatable to 12 credits if content differs. Advanced techniques and theory of computer imaging, graphics, illustration, and mixed media.

ARTT 480H Honors Seminar (3) Prerequisites: Acceptance into Department Honors Program, completion of ARTT 300 - 400H and 418H electives, and permission of department. Team-taught seminar focusing on relationship between student's work and the theoretical context of contemporary art.

ARTT 489 Advanced Special Topics in Art (3) Six hours of laboratory per week. Prerequisite: permission of department. Repeatable to 6 credits if content differs. Formerly ARTS 489. Development of student's work on an advanced studio level within the context of a special topic.

ARTT 489J Theory Global Art Making (3)

ARTT 498 Directed Studies in Studio Art (2-3) Prerequisite: permission of department. For advanced students. Repeatable if content differs. Formerly ARTS 498.

ASTR — Astronomy

ASTR 100 Introduction to Astronomy (3) Credit for ASTR 100 cannot be obtained after, or simultaneously with, receiving credit for any astronomy course numbered 250 or higher. Credit will be granted for only one of the following: ASTR 100 or ASTR 101 or ASTR 120. An elementary course in descriptive astronomy, especially appropriate for non-science students. Sun, moon, planets, stars and nebulae, galaxies, evolution.

ASTR 101 General Astronomy (4) Three hours of lecture, two hours of laboratory, and one hour of discussion/recitation per week. Credit for ASTR 101 cannot be obtained after, or simultaneously with, receiving credit for any astronomy course numbered 250 or higher. Credit will be granted for only one of the following: ASTR 100 or ASTR 101 or ASTR 120. Descriptive astronomy, appropriate for non-science majors. Sun, moon, planets, stars, nebulae, galaxies and evolution. Laboratory exercises include use of photographic material, computer simulations and observing sessions if weather permits.

ASTR 111 Observational Astronomy Laboratory (1) Two hours of laboratory per week. Co-requisite: ASTR 100. Single evening laboratory projects plus semester-long observing projects involving work both in and out of class. Lunar surface features; the night-time sky; changing positions of sun, moon, and planets; stellar spectra; observation of stars and nebulae in our galaxy.

ASTR 120 Introductory Astrophysics - Solar System (3) Pre- or co-requisite: MATH 115. Not open to students who have completed ASTR 100, ASTR 101 or ASTR 200. Credit will be granted for only one of the following: ASTR 100 or ASTR 101 or ASTR 120 or ASTR 200. For students majoring in astronomy or with a strong interest in science. Topics include development of astronomy, planetary orbits, electromagnetic radiation, telescopes as well as constituents and origin of the solar system (planets, satellites, comets, asteroids, meteoroids, etc.).

ASTR 121 Introductory Astrophysics II - Stars and Beyond (4) Three hours of lecture and two hours of laboratory per week. Prerequisites: MATH 115 and ASTR 120, or permission of department. Not open to students who have completed ASTR 200. Credit will be granted for only one of the following: ASTR 121 or ASTR 200. For students majoring in astronomy or with a strong interest in science. Includes instrumentation, stellar properties, stellar evolution, structure of the galaxy, other galaxies, large scale structure, Big Bang Theory and future of the universe.

ASTR 200 Introductory Astronomy and Astrophysics (3) Prerequisite: PHYS 161 or PHYS 171. Credit will be granted for only one of the following: ASTR 100 or ASTR 101 or ASTR 121 or ASTR 200. For science, mathematics, computer science and engineering majors only. Qualitative study of astronomy including exploration of the solar system, types of stars and galaxies observed. Mostly stresses analysis using algebra. Some use of calculus for celestial mechanics and other dynamical problems.

ASTR 220 Collisions in Space (3) Not open to astronomy students. Appropriate for non-science majors. Application of scientific method to the study of collisions in space. Impact cratering on planets and satellites. Possible implications for the Earth. Interactions between stars and galaxies. Possible effects due to super massive black holes. Events like the 1994 comet crash on Jupiter and data from the Hubble Space Telescope will be highlighted.

ASTR 288 Special Projects in Astronomy (1-3) Prerequisite: permission of department. Repeatable to 6 credits. Independent study, short research projects, tutorial reading, and assisting with faculty research and teaching under special supervision.

ASTR 300 Stars and Stellar Systems (3) Prerequisites: ASTR 100 or ASTR 101 and completion of CORE Distributive Studies requirement in Mathematics and Sciences or permission of department. Designed primarily for non-physical-science majors. Study of stars-types, properties, evolution, and distribution in space; supernovae, pulsars, and black holes.

ASTR 310 Optical Astronomy Techniques (3) Three hours of lecture and one hour of laboratory per week. Prerequisites: (PHYS 273 and PHYS 276) or (PHYS 263 and PHYS 263A) or permission of department. For ASTR majors only. Introduction to current optical observational techniques, with brief coverage of infrared, ultraviolet and x-ray techniques. Statistics, spherical trigonometry time, catalogs, geometrical and physical optics, telescopes, optical instruments. Effects of the atmosphere. Practical work at the observatory using a CCD camera. Some night-time observing sessions.

ASTR 315 Navigation (3) Prerequisite: plane trigonometry. Theory and practice of navigation without landmarks, with emphasis on celestial navigation and some discussion of electronic navigation. Spherical trigonometry as necessary. Extensive practical work at times to be arranged.

ASTR 320 Theoretical Astrophysics (3) Prerequisites: ASTR 121 or ASTR 200; PHYS 273 or PHYS 263; or permission of department. Application of selected physics concepts in an astrophysical context. Topics would include gravity (Keplerian motion, Virial theorem, Roche limit, dynamical friction); gas dynamics (hydrostatic equilibrium, stellar models, spiral density waves), thermodynamics and statistical physics (Boltzmann distribution, Wien displacement, convective instability, degenerate gas); atomic physics (quantum principles, H atom, permitted and forbidden lines); radiation processes (line radiation, opacity).

ASTR 330 Solar-System Astronomy (3) Prerequisites: ASTR 100 or ASTR 101 and completion of CORE Distributive Studies requirement in Mathematics and Sciences or permission of department. Designed primarily for non-physical-science majors. The structure of planets and of their atmospheres, the nature of comets, asteroids, and satellites. Comparison of various theories for the origin of the solar system. Emphasis on a description of recent data and interpretation.

ASTR 340 Origin of the Universe (3) Prerequisites: ASTR 100 or ASTR 101 and completion of the CORE Distributive Studies requirement in Mathematics and the Sciences or permission of department. A study of our progression of knowledge about the universe. Topics include: early cosmological models, geocentric vs. heliocentric theory, curvature of space, Hubble's Law, Big Bang Theory, microwave background radiation, evolution of stars and galaxies, dark matter, active galaxies, quasars and the future of the universe.

ASTR 350 Astronomy and Astrophysics (4) Prerequisites: ASTR 200 and (PHYS 272 or PHYS 262 or PHYS 142) or permission of department. Corequisite: PHYS 273 or PHYS 263. Topics in astronomy with emphasis on physical concepts. Stellar spectra, stellar evolution and collapsed objects, ionized nebulae, molecular clouds and star formation, stellar dynamics, cosmology.

ASTR 380 Life in the Universe (3) Three hours of lecture and one hour of discussion/recitation per week. Prerequisites: ASTR 100 or ASTR 101 and completion of CORE Distributive Studies requirement in Mathematics and Sciences or permission of department. For non physical science majors only. Junior standing. Study of the astronomical perspective on the conditions for the origin and existence of life in the universe.

ASTR 398 Special Topics in Astronomy (3) Prerequisite: junior standing or permission of department. Repeatable to 6 credits if content differs. This course is designed primarily for students not majoring in astronomy and is suitable for non-science students. It will concentrate study in some limited field in astronomy which will vary from semester to semester. Possible subjects for study are the solar system, extra-galactic astronomy and cosmology, the inconstant universe.

ASTR 399 Honors Seminar (1-16) Enrollment is limited to students admitted to the departmental honors program in astronomy. Credit according to work done.

ASTR 400 Stellar Astrophysics (3) Prerequisite: ASTR 350. Co-requisite: PHYS 420 or PHYS 421. Radiation processes in stars and interstellar space, stellar atmospheres, stellar structure and evolution.

ASTR 410 Radio Astronomy Techniques (3) Prerequisites: (PHYS 273 and PHYS 276) or (PHYS 263 and PHYS 263A) or permission of department. Introduction to current observational techniques in radio astronomy. The radio sky, coordinates and catalogs, antenna theory, Fourier transforms, interferometry and arrays, aperture synthesis, radio detectors.

ASTR 420 Introduction to Galactic Research (3) Prerequisite: PHYS 272 and ASTR 350 or equivalent or permission of department. Methods of galactic research, stellar motions, clusters of stars, evolution of the galaxy, study of our own and nearby galaxies.

ASTR 430 The Solar System (3) Prerequisite: MATH 246 and either PHYS 263 or PHYS 273, or permission of department. The structure of planetary atmospheres, radiative transfer in planetary atmospheres, remote sensing of planetary surfaces, interior structure of planets. Structure of comets. Brief discussions of asteroids, satellite systems, and solar system evolution. Intended for students majoring in any of the physical sciences.

ASTR 440 Introduction to Extra-Galactic Astronomy (3) Prerequisite: PHYS 272 and ASTR 350 or equivalent, or permission of department. Properties of normal and peculiar galaxies, including radio galaxies and quasars; expansion of the universe and cosmology.

ASTR 450 Orbital Dynamics (3) Prerequisite: permission of department. Vectorial mechanics, motion in a central force field, gravitational and non-gravitational forces, the two-body and three-body problems, orbital elements and orbital perturbation theory, resonances in the solar system, chaos. Intended for students majoring in any of the physical sciences.

ASTR 498 Special Problems in Astronomy (1-6) Prerequisite: major in physics or astronomy or permission of department. Research or special study. Credit according to work done.

BCHM — Biochemistry

BCHM 261 Elements of Biochemistry (3) Prerequisite: CHEM 104 or CHEM 233 or CHEM 235. Not open to students who have completed BCHM 461. For undergraduate students who desire a one-semester biochemistry course rather than a two-semester sequence. Basic chemistry and metabolism of most molecules of biological importance.

BCHM 361 Origins of Biochemistry (3) Prerequisite: any distributive studies course in chemistry or any of the biological sciences. The development of our understanding of life processes. Emphasis on a consideration of ideas and findings that have led to diseases, hormonal mechanisms, photosynthesis and genetic engineering. Intended for non-science majors.

BCHM 399 Undergraduate Research in Biochemistry (1-3) Prerequisite: permission of department. Junior standing. Repeatable to 6 credits if content differs. Basic biochemical research conducted under the supervision of a faculty member.

BCHM 461 Biochemistry I (3) Prerequisite: CHEM 243 or CHEM 247. A comprehensive introduction to general biochemistry. The chemistry and metabolism of carbohydrates, lipids, nucleic acids, and proteins.

BCHM 462 Biochemistry II (3) Prerequisite: BCHM 461. A continuation of BCHM 461.

BCHM 464 Biochemistry Laboratory (3) One hour of lecture and five hours of laboratory per week. Co-requisite: BCHM 462. For BCHM and CHEM majors only.

BCHM 465 Biochemistry III (3) Prerequisite: BCHM 461. Recommended: BCHM 462. An advanced course in biochemistry.

BIOM — Biometrics

BIOM 301 Introduction to Biometrics (3) Two hours of lecture and one hour of discussion/recitation per week. Prerequisite: MATH 115. Descriptive statistics, introduction to probability, sampling, confidence interval estimation, hypothesis testing, simple regression and correlation. Emphasis on simple applications of statistical techniques and interpretation of statistical results.

BIOM 401 Bio-statistics I (4) Three hours of lecture and one hour of discussion/recitation per week. Prerequisite: BIOM 301. Descriptive statistics, probability models useful in biology, expectations, hypothesis testing, goodness of fit tests, central limit theorem, point and interval estimates, analysis of variance, regression, correlation, sampling, rank tests. Emphasis on the uses and the limitations of these methods in biology.

BIOM 405 Computer Applications in Biometrics (1) Two hours of laboratory per week. Co-requisite: BIOM 401. An introduction to computer usage in statistical analyses. Topics include file manipulation, formatting data, transformations, descriptive statistics, graphical displays of data, and several introductory inferential statistical procedures.

BMGT — Business and Management

BMGT 110 Introduction to Business and Management (3) Not open to BMGT students who have completed 56 or more credit hours. All others may take it anytime. A survey of the field of business, including its environment, organization, overall and functional management, and current issues and developments.

BMGT 190 Introduction to Design and Quality (3) Prerequisite: permission of College. Also offered as ENES 190. Exposes engineering and business students to the principles of total quality, using experiential team learning and technology aided approaches. The first of four courses in total quality.

BMGT 201 Introduction to Business Computing (3) Two hours of lecture and one hour of laboratory per week. Sophomore standing. For BMGT majors only. Not open to students who have completed BMGT 301 prior to Fall 1997. Basic literacy course using common business computer-based applications. Considers the role of information technology in the modern workplace, as well as the use of computing applications in problem solving.

BMGT 210 Basic Accounting (3) Prerequisite: Restricted to Non-BMGT Majors only. Sophomore standing. Credit will be granted for only one of the following: (BMGT 210 or 220) or (BMGT 210 or 221). Basic Accounting for NON Business Majors; combines principles of financial and managerial accounting. Not open to BMGT majors. Credit will not be given for both BMGT 210 and either BMGT 220 or BMGT 221.

BMGT 220 Principles of Accounting I (3) Sophomore standing. Basic theory and techniques of contemporary financial accounting. Includes the accounting cycle and the preparation of financial statements for single owner and partnership forms of business organizations operating as service companies or merchandisers.

BMGT 221 Principles of Accounting II (3) Prerequisite: BMGT 220. Basic theory and techniques of accounting for managerial decision making. Involves the introduction of the corporation and manufacturing operations. Includes cost-volume-profit analysis and capital budgeting. Introduces the topics of income taxation and international accounting.

BMGT 230 Business Statistics (3) Prerequisite: MATH 113 or MATH 115 or placement in MATH 220 or higher. Not open to students who have completed BMGT 231, ENEE 324, or STAT 400. Credit will be granted for only one of the following: AREC 484, BIOM 301, BMGT 230, CNEC 400, ECON 321, EDMS 451, GEOG 305, GVPT 422, PSYC 200, SOCY 201, URSP 350, or TEXT 400. Introductory course in probabilistic and statistical concepts, including descriptive statistics, set-theoretic development of probability, the properties of discrete and continuous random variables, sampling theory, estimation, hypothesis testing, regression, decision theory and the application of these concepts to problem solving in business and management. This course does not meet requirements for management science and statistics majors.

BMGT 231 Statistical Models For Business (3) Prerequisite: MATH 141 or permission of department. Required for management science and statistics and decision and information sciences majors. Credit will be granted for only one of the following: BMGT 231, ENEE 324, or STAT 400. An introductory course in statistical concepts, including probability from a naive set theory approach, random variables and their properties, and the probability distributions of selected discrete and continuous random variables. The concepts of sampling, sampling distributions, and the application of these concepts to estimation and hypothesis testing are included, as are brief surveys of the regression and anova models.

BMGT 261 Entrepreneurship: Starting and Managing the Entrepreneurial Venture (3) 3 semester hours. Sophomore standing. Not open to students who have completed BMGT 461. Credit will be granted for only one of the following: BMGT 261 or BMGT 461. Focuses on the processes of developing a new business opportunity as a startup company. Specific areas include: identifying opportunities, conducting feasibility studies, elements of a business plan, evaluating financing alternatives, selecting a legal form of organization, and building an entrepreneurial team.

BMGT 290 Methods for Measuring Quality (3) Prerequisite: BMGT 190 or ENES 190. Also offered as ENES 380. Provides engineering and business students an understanding of the need and use of measurement techniques that lead to continuous improvement. The second course of four courses in total quality.

BMGT 302 Business Computer Application Programming (3) Prerequisite: BMGT 201 or CMSC 102 or CMSC 103 or permission of department. Not open to computer science students. For BMGT majors only. Considers characteristics of business data programming and common software development processes and practices. Covers the designing, writing, documenting, and testing of an efficient, structured program in Visual Basic.

BMGT 305 Survey of Business Information Systems and Technology (3) For decision and information science majors only. Not open to computer science students. 53 semester hours. Introductory course for the decision and information science major. Covers the components of modern business information systems, as well as the consequences of information technology on society and the environment.

BMGT 310 Intermediate Accounting I (3) Prerequisite: BMGT 221. Comprehensive analysis of financial accounting topics related to financial statement preparation and external reporting.

BMGT 311 Intermediate Accounting II (3) Prerequisite: BMGT 310. Continuation of BMGT 310.

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BMGT 321 Cost Accounting (3) Prerequisite: BMGT 221. A study of the basic concepts of product costing and cost analysis for management planning and control. Emphasis is placed on the role of the accountant in organizational management, analysis of cost behavior, standard cost, budgeting, responsibility accounting and relevant costs for decision making.

BMGT 323 Income Tax Accounting (3) Prerequisite: BMGT 221. Introduction to Federal income taxation of individuals. Examination of tax laws by use of illustrative examples and problems.

BMGT 326 Accounting Systems (3) Prerequisite: BMGT 201 and BMGT 310. A study of accounting systems and computer and communications technology. This course is restricted to accounting majors with 74 semester hours completed. All others must have authorization.

BMGT 332 Operations Research For Management Decisions (3) Prerequisite: BMGT 230. Surveys the philosophy, techniques, and applications of operations research to managerial decision making. The course is designed primarily for students not majoring in management science or statistics. Techniques covered include linear programming, transportation and assignment models, Markov processes, inventory and queuing models. Emphasis is placed on formulating and solving decision problems in the functional areas of management.

BMGT 340 Business Finance (3) Prerequisites: BMGT 221; and (BMGT 230 or BMGT 231). The principles and practices involved in the organization, financing, and rehabilitation of business enterprises; the various types of securities and their use in raising funds, apportioning income, risk, and control; inter-corporate relations; and new developments. Emphasis on solution of problems of financial policy faced by management.

BMGT 343 Investments (3) Prerequisite: BMGT 340. An introduction to financial investments. Topics include securities and securities markets; investment risks, returns, and constraints; portfolio policies; and institutional investment policies.

BMGT 350 Marketing Principles and Organization (3) Prerequisite: ECON 200 or ECON 205. An introduction to the concepts and principles of marketing, including the marketing of service and nonprofit organizations. Provides an overview of all the concepts in marketing, including relationship marketing, product development, pricing, promotion, marketing research, consumer behavior, international marketing, distribution, and internal marketing to employees.

BMGT 351 Direct Marketing (3) Three hours of lecture per week. Prerequisite: BMGT 350. For BMGT majors only. Planning, execution and evaluation of direct marketing strategy. Analysis of direct marketing programs in the consumer, business-to-business, and international markets. Advantages and disadvantages of direct mail, catalog, telephone, and Internet marketing will be discussed. The roles of marketing research, data base marketing, and financial management in direct marketing are examined. Examples are drawn from the marketing of for-profit and non-profit organizations.

BMGT 353 Retail Management (3) Prerequisites: BMGT 220; and BMGT 350. Application of marketing concepts in planning and implementing retail strategy. Analysis of retail institutions (store and non-store). Evaluation of how trends in the environment - the consumer market, competition, the economy and technology - affect location, merchandise, pricing, communication, service, operations and financial strategies.

BMGT 354 Promotion Management (3) Prerequisite: BMGT 350. Marketing communications theory with an in-depth treatment of all elements of the promotion mix, including advertising, sales promotion, direct marketing, public relations, and personal selling. Concepts applied through class exercises, team project, presentation, and discussions.

BMGT 357 Retailing and Marketing Internship (3-6) Prerequisites: BMGT 350 and permission of department. For BMGT majors only. Supervised work experience with a firm engaged in marketing goods or services. Students apply concepts learned in marketing classes and analyze the firm's organizational structure, environment, and marketing strategy.

BMGT 360 Human Resource Management (3) The basic course in human resource management includes manpower planning, recruitment, selection, development, compensation, and appraisal of employees. Explores the impact of scientific management and unionism on these functions.

BMGT 362 Labor Relations (3) A study of the development and methods of organized groups in industry with reference to the settlement of labor disputes. An economic and legal analysis of labor union and employer association activities, arbitration, mediation, and conciliation; collective bargaining, trade agreements, strikes, boycotts, lockouts, company unions, employee representation, and injunctions.

BMGT 364 Management and Organization Theory (3) The development of management and organization theory, nature of the management process and function and its future development. The role of the manager as an organizer and director, the communication process, goals and responsibilities.

BMGT 365 Financing The Entrepreneurial Venture (3) Prerequisite: BMGT 261 or 461. Junior standing. Teaches the financial tools to build an analytical framework for determining financial need over various stages of growth, from startup through the harvest stage. Topics include: cash management, "bootstrapping", private placement, bank financing, valuation concepts, venture capital, "angel" financing, and initial public offerings.

BMGT 366 Growth Strategies for Emerging Companies (3) Prerequisite: BMGT 261 or BMGT 461. 3 semester hours. Junior standing. Focuses on how successful startup companies transition from the early stages of entrepreneurship to a position of continuing high rates of growth. There is a particular emphasis on how high technology businesses make this transition by changing their strategic focus and management style.

BMGT 367 Career Search Strategies in Business (1) One hour of lecture and one hour of laboratory per week. Junior standing. For BMGT majors only. Essential aspects of gaining a competitive edge in the job market. Strategies for exploring career options, conducting a job search, and career management. Development of specific skills for effective career search marketing campaigns.

BMGT 370 Introduction to Transportation Management (3) Prerequisite: ECON 200; or ECON 205. An overview of the transportation sector, including providers, users and government agencies. Examines contemporary public policy issues, such as deregulation, along with managerial strategies in transportation.

BMGT 372 Introduction to Logistics Management (3) The study of logistic functions of business involved in the movement and storage of supplies, work-in-progress and finished goods. The trade-offs between cost and service and the purchase and supply of raw materials; the warehousing and control of inventory; industrial packaging; materials handling within warehouses; and the distribution of finished goods to customers required to minimize costs, maximize profits or increase customer service levels.

BMGT 373 Logistics and Transportation Internship (3) Prerequisites: BMGT 370 and BMGT 372 (one of these courses may be taken as a corequisite) and permission of department. Involves supervised work experience in logistics and/or transportation. Students will be expected to relate course material to work experience in an analysis of a firm's operations.

BMGT 380 Business Law I (3) Legal aspects of business relationships. Examination of torts and business crimes, contracts and agency. The law of personal property and bailment relationships. Survey of public policy issues.

BMGT 381 Business Law II (3) Prerequisite: BMGT 380 or permission of department. The Uniform Commercial Code, including sales, commercial paper, secured transactions, bulk sales and documents of title. The law of partnerships and corporations. Reorganization and liquidation under the bankruptcy laws. The law of real property, landlord and tenant relationships and decedents' estates.

BMGT 385 Production Management (3) Studies the operation of a manufacturing enterprise, concentrating on the economies of production. Introduces analytical method so that the broad problem areas of system design, operation and control can be based upon the analytical method.

BMGT 390 Competing on Quality in a Global Economy (3) Prerequisite: BMGT 290 or ENES 380. Also offered as ENES 390. Examines strategic quality management in a globalized setting. Global marketing, international finance, and cross cultural concepts will be emphasized. The third course of four courses in total quality.

BMGT 392 Introduction to International Business Management (3) Prerequisite: ECON 200; or ECON 205. A study of the domestic and foreign environmental factors affecting the international operations of U.S. business firms. The course also covers the administrative aspects of international marketing, finance and management.

BMGT 393 Real Estate Principles (3) Prerequisite: ECON 200; or ECON 205. The nature and uses of real estate, real estate as a business, basic principles, construction problems and home ownership, city planning, and public control and ownership of real estate.

BMGT 398 Individual Study in Business and Management (1-3) Prerequisite: permission of department. Repeatable to 6 credits.

BMGT 402 Database Systems (3) Prerequisite: BMGT 305 or equivalent. Introduction to basic concepts of database management systems. Relational databases, query languages and design will be covered. File-processing techniques are examined.

BMGT 403 Systems Analysis and Design (3) Prerequisite: BMGT 305 or equivalent. Techniques and tools applicable to the analysis and design of computer-based information systems. System life cycle, requirements analysis, logical design of data-bases, performance evaluation. Emphasis on case studies. Project required that involves the design, analysis and implementation of an information system.

BMGT 405 Business Telecommunications (3) Prerequisite: BMGT 305 or equivalent. Concepts of business data communications and data processing. Application of these ideas in computer networks, including basic principles of telecommunications technology, computer network technology, data management in distributed database systems and management of the technical and functional components of telecommunications technology.

BMGT 406 Electronic Commerce Application Development (3) Prerequisite: BMGT 305. For BMGT majors only. Develops understanding of the fundamental principles of usability as they apply to electronic commerce applications. Aspects of web site evaluation are examined. Course will also cover the design of usable business web sites using current tools and techniques.

BMGT 407 Info Systems Projects (3) Prerequisite: 12 hours of information systems. For decision- and information sciences majors only. Senior standing. Senior capstone course for the decision and information sciences major. Collected knowledge from the DIS courses and application to significant problems of size and complexity. State-of-the-art research ideas and current business and industrial practices in information systems.

BMGT 410 Fund Accounting (3) Prerequisite: BMGT 310. An introduction to the fund-based theory and practice of accounting as applied to governmental entities and not-for-profit associations.

BMGT 411 Ethics and Professionalism in Accounting (3) Prerequisite: BMGT 311. For accounting majors only. Senior standing. Analysis and discussion of issues relating to ethics and professionalism in accounting.

BMGT 417 Advanced Tax Accounting (3) Prerequisites: BMGT 311; and BMGT 323. Federal taxation of corporations, partnerships, fiduciaries, and gratuitous transfers. Tools and techniques of tax research for compliance and planning.

BMGT 420 Undergraduate Accounting Seminar (3) Prerequisite: senior standing as an accounting major or permission of department. Enrollment limited to upper one-third of senior class. Seminar coverage of outstanding current non-text literature, current problems and case studies in accounting.

BMGT 422 Auditing Theory and Practice (3) Prerequisite: BMGT 311. A study of the independent accountant's attest function, generally accepted auditing standards, compliance and substantive tests, and report forms and opinions.

BMGT 424 Advanced Accounting (3) Prerequisite: BMGT 311. Advanced accounting theory applied to specialized topics and current problems. Emphasis on consolidated statements and partnership accounting.

BMGT 426 Advanced Cost Accounting (3) Prerequisite: BMGT 321. Advanced cost accounting with emphasis on managerial aspects of internal record-keeping and control systems.

BMGT 427 Advanced Auditing Theory and Practice (3) Prerequisite: BMGT 422. An examination and in-depth study of special auditing topics such as statistical sampling, professional ethics, EDP auditing, legal liability, and SEC accounting.

BMGT 430 Linear Statistical Models in Business (3) Prerequisite: BMGT 230 or BMGT 231 or permission of department. Model building involving an intensive study of the general linear stochastic model and the applications of this model to business problems. The model is derived in matrix form and this form is used to analyze both the regression and ANOVA formulations of the general linear model.

BMGT 434 Introduction to Optimization Theory (3) Prerequisite: MATH 220; or permission of department. Primarily for students majoring in management science and statistics. Linear programming, post-optimality analysis, network algorithms, dynamic programming, nonlinear programming and single variable minimization.

BMGT 435 Introduction to Applied Probability Models (3) Prerequisite: BMGT 231 or permission of department. Statistical models in management. Review of probability theory, Monte Carlo methods, discrete event simulation, Markov

chains, queuing analysis, other topics depending upon time. Gauss, a higher-level computer language, will be introduced in the class and the students will carry out various exercises using this language.

BMGT 440 Financial Management (3) Prerequisite: BMGT 340. Analysis and discussion of cases and readings relating to financial decisions of the firm. The application of finance concepts to the solution of financial problems is emphasized.

BMGT 443 Security Analysis and Valuation (3) Prerequisite: BMGT 343. Study and application of the concepts, methods, models, and empirical findings to the analysis, valuation, and selection of securities, especially common stock.

BMGT 444 Futures Contracts and Options (3) Prerequisite: BMGT 343. The institutional features and economic rationale underlying markets in futures and options. Hedging, speculation, structure of futures prices, interest rate futures, efficiency in futures markets, and stock and commodity options.

BMGT 445 Commercial Bank Management (3) Prerequisites: BMGT 340; and ECON 430. Analysis and discussion of cases and readings in commercial bank management. The loan function is emphasized; also the management of liquidity reserves, investments for income, and source of funds. Bank objectives, functions, policies, organization, structure, services, and regulation are considered.

BMGT 446 International Finance (3) Prerequisite: BMGT 340. Financial management from the perspective of the multinational corporation. Topics covered include the organization and functions of foreign exchange and international capital markets, international capital budgeting, financing foreign trade and designing a global financing strategy. Emphasis of the course is on how to manage exchange and political risks while maximizing benefits from global opportunity sets faced by the firm.

BMGT 447 Internship and Research in Finance (3) Prerequisites: BMGT 340 and BMGT 343 (or 400 level finance elective); and core requirements in business and management; and permission of department. Recommended: finance major courses. For finance majors only. Supervised, sponsored internship in a corporation or financial institution. Analysis of approved research topic in corporate finance, investments or financial institutions/markets.

BMGT 451 Consumer Analysis (3) Prerequisite: BMGT 350. Recommended: PSYC 100; and PSYC 221. Not open to students who have completed CNEC 437. Credit will be granted for only one of the following: BMGT 451 or CNEC 437. Identifying buyer behavior concepts relevant to a specific marketing problem so that appropriate marketing decisions can be made. Conceptual frameworks are drawn from psychology, sociology, economics, and other social sciences to aid in understanding the behavior of ultimate and industrial buyers.

BMGT 452 Marketing Research Methods (3) Prerequisites: BMGT 230; and BMGT 451. Focuses on aiding marketing decision making through exploratory, descriptive, and casual research. Develops student skills in evaluating and writing market research proposals, interpreting and analyzing subsequent reports, and appraising their usefulness to managers; designing studies, including selection of data collection method, development of data collection instrument, sample design, collection and analysis of data, and reporting the results.

BMGT 453 Industrial Marketing (3) Prerequisites: BMGT 350 plus one other marketing course. The industrial and business sector of the marketing system is considered rather than the household or ultimate consumer sector. Industrial products range from raw materials and supplies to the major equipment in a plant, business office, or institution. Topics include product planning and introduction, market analysis and forecasting, channels, pricing, field sales force management, advertising, marketing cost analysis, and government relations. Particular attention is given to industrial, business and institutional buying policies and practice and to the analysis of buyer behavior.

BMGT 454 International Marketing (3) Prerequisites: BMGT 350 plus one other marketing course. Marketing functions from the international executive's viewpoint, including coverage of international marketing policies relating to product adaptation, data collection and analysis, channels of distribution, pricing, communications, and cost analysis. Consideration is given to the cultural, legal, financial, and organizational aspects of international marketing.

BMGT 455 Sales Management (3) Prerequisite: BMGT 350. The roles of the sales executive as a planner, manager of resources and marketing functions, and recruiter, trainer, motivator, and leader of field sales personnel. Techniques and sequence of problem analysis for selling and sales management decisions and to the practical framework in which these decisions take place. Teaching vehicles feature strong

classroom interactions, cases, journal articles, research findings, guest sales managers, debates, and modern company practices.

BMGT 456 Advertising (3) Prerequisite: BMGT 350. Develops skills in constructing effective advertising. Examines how to formulate an advertising message, which creative tactics to use in communicating that message and which media uses to ensure that the target receives the message. In addition, the role of advertising agencies, measuring advertising effectiveness, and regulatory and ethical issues in advertising will be discussed.

BMGT 457 Marketing Policies and Strategies (3) Prerequisite: BMGT 451. Corequisite: BMGT 452. This capstone course ties together concepts from all the various marketing courses using the fundamentals of strategic market planning as the framework. Application of these principles is accomplished by analyzing and discussing cases and by playing a marketing strategy computer simulation game. Analysis of current business articles to understand the link between theory and real-world problem solving.

BMGT 460 Human Resource Management: Analysis and Problems (3) Prerequisite: BMGT 360. Recommended: BMGT 230. Research findings, special readings, case analysis, simulation, and field investigations are used to develop a better understanding of personnel problems, alternative solutions and their practical ramifications.

BMGT 461 Entrepreneurship (3) Not open to students who have completed BMGT 261. Credit will be granted for only one of the following: BMGT 261 or BMGT 461. Process of creating new ventures, including evaluating the entrepreneurial team, the opportunity and the financing requirements. Skills, concepts, mental attitudes and knowledge relevant for starting a new business.

BMGT 462 Employment Law for Business (3) Restricted to BMGT majors with 72 hours completed. Legal framework of industrial relations with special emphasis on employment discrimination, i.e., wrongful termination, sex discrimination, sexual harassment, age discrimination, disability, etc.

BMGT 464 Organizational Behavior (3) Prerequisite: BMGT 364. An examination of research and theory concerning the forces which contribute to the behavior of organizational members. Topics covered include work group behavior, supervisory behavior, intergroup relations, employee goals and attitudes, communication problems, organizational change, and organizational goals and design.

BMGT 465 Business Plan For The New Venture (3) Prerequisite: BMGT 365 and BMGT 366. 3 semester hours. Senior standing. Course focuses on the discussion and development of business plans written by teams of 3-5 students. Topics include: uses of the business plan, plan methodology and format, information sources, assessment of the venture, securing capital, financial planning, and legal issues.

BMGT 467 Undergraduate Seminar in Human Resource Management (3) Prerequisite: permission of department. Senior standing. For BMGT majors only. Strategic human resource management, compensation and rewards, and performance management skills. Guest lecturer presentations.

BMGT 470 Advanced Transportation Management (3) Prerequisites: BMGT 370; and BMGT 372. The study of the wide range of issues facing managers in each of the transportation modes. This includes decisions on market entry, pricing, competitive responses, service levels, marketing strategies, capital structure, and growth objectives. Specific management decisions and overall strategies pursued by management in each of the modes are compared and contrasted. The decisions of transportation managers in other countries are presented for international comparisons.

BMGT 472 Advanced Logistics Operations (3) Prerequisite: BMGT 372. Analysis of the operational aspects of logistics management, including purchasing policies, transportation planning, and inventory control. Attention is directed toward total logistics cost minimization and the establishment of a sustainable competitive advantage based on logistical activities.

BMGT 473 Advanced Transportation Policies (3) Prerequisite: BMGT 370. An analysis of the impact of government policies on carrier management in the various transportation modes. Specific attention is given to the impact of various deregulation measures on carriers and shippers; determination of appropriate funding levels for infrastructure improvements and suitable cost allocation schemes; determination of appropriate truck sizes and weights on interstate highways; and determination of effective policies for transportation safety and labor. The transportation policies and problems of other countries are presented for international comparisons.

BMGT 474 Urban Transportation Systems (3) Prerequisite: ECON 200; or ECON 205. An analysis of the role of urban transportation in present and future urban development including current and prospective levels of funding for urban transportation systems, capital and operating subsidies, allocation of funds between highways and transit congestion and pollution in urban area, and the allocation of highway costs across a variety of users including commercial motor truck as well as auto travel. Assessment of ability of new technologies, such as intelligent highways, to assist in achieving efficiency goals.

BMGT 475 Advanced Logistics Strategy (3) Prerequisites: BMGT 370; and BMGT 372. Analysis of the strategic aspects of logistics management including policies, procedures and measurement as applied to all dimensions of logistics customer service. Attention is directed toward profit maximization through the establishment of appropriate customer service levels.

BMGT 476 Applied Computer Models in Logistics and Transportation Management (3) Prerequisites: BMGT 301 and BMGT 370 and BMGT 372. Introduction to the expanding base of computer software in the logistics and transportation fields. Applications include: inventory control, location decisions, and vehicle routing.

BMGT 477 International Logistics and Transportation Management (3) Prerequisites: BMGT 370; and BMGT 372. The study of the importance of total logistics costs for U.S. industries attempting to compete in a global economy. Coverage of the structure, service, pricing, and competitive relationships among U.S. international carriers and transport intermediaries, e.g. the flows of international freight (exports and imports) throughout the U.S. and the role of ports and critical gateways. Foreign trade practices and their impact on the logistics costs of U.S. importers and exporters.

BMGT 480 Legal Environment of Business (3) Junior standing. Principal ideas in law stressing those relevant for the modern business executive with focus on legal reasoning as it has evolved in this country. Leading antitrust cases illustrating the reasoning process as well as the interplay of business, philosophy, and the various conceptions of the nature of law which give direction to the process. Examination of contemporary legal problems and proposed solutions, especially those most likely to affect the business community.

BMGT 481 Public Utilities (3) Prerequisite: ECON 200; or ECON 205. Using the regulated industries as specific examples, attention is focused on broad and general problems in such diverse fields as constitutional law, administrative law, public administration, government control of business, advanced economic theory, accounting, valuation and depreciation, taxation, finance, engineering, and management.

BMGT 482 Business and Government (3) Prerequisite: ECON 200; or ECON 205. Focus is on the complex interrelationships between business and government. Explores areas in which business and government are allies (cooperative research and financing program) and adversaries (regulation). Emphasizes a strategic management approach by business to government involvement in economic affairs.

BMGT 486 Total Quality Management (3) Prerequisite: BMGT 230 or equivalent. Total Quality Management and the synergy required between functions to obtain the customer's quality demands. Statistical tools which are mandatory in any successful quality effort.

BMGT 490 The Total Quality Practicum (3) Prerequisite: BMGT 390 or ENES 390. Also offered as ENES 490. Capstone course for the four course total quality program. Based on a major project undertaken by student teams in an industry environment emphasizing integrative aspects of total quality, each project will be supervised by a joint faculty/industry team with differing areas of expertise. Requires extensive out-of-class work.

BMGT 493 Honors Study (3) Prerequisite: permission of department. First semester of the senior year. The course is designed for honors students who have elected to conduct intensive study (independent or group). The student will work under the direct guidance of a faculty advisor and the Assistant Dean of Undergraduate Studies. They shall determine that the area of study is of a scope and intensity deserving of a candidate's attention. Formal written and/or oral reports on the study may be required by the faculty advisor.

BMGT 494 Honors Study (3) Prerequisite: BMGT 493, and continued candidacy for honors in Business and Management; and permission of department. Second semester of the senior year. The student shall continue and complete the research initiated in BMGT 493, additional reports may be required at the discretion of the faculty advisor and Assistant Dean of Undergraduate Studies.

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BMGT 495 Business Policies (3) Prerequisites: BMGT 340; and BMGT 350; and BMGT 364. 100 semester hours. For BMGT majors only. A case study course where students apply what they have learned of general management principles and their specialized functional applications to the overall management function in the enterprise.

BMGT 496 Business Ethics and Society (3) Prerequisite: one course in BMGT; or permission of department. A study of the standards of business conduct, morals, values, and the role of business in society, with consideration of the sometimes conflicting interests of and claims on the firm and its objectives. Emphasizes a strategic approach by business to the management of its external environment.

BMGT 498 Special Topics in Business and Management (3) Prerequisite: permission of department. Repeatable to 6 credits if content differs. Special topics in business and management designed to meet the changing needs and interests of students and faculty.

BSCI — Biological Sciences Program

The following courses may involve the use of animals. Students who are concerned about the use of animals in teaching have the responsibility to contact the instructor, prior to course enrollment, to determine whether animals are to be used in the course, whether class exercises involving animals are optional or required and what alternatives, if any, are available.

BSCI 103 The World of Biology (4) Three hours of lecture and three hours of laboratory per week. Formerly BIOL 101 and BIOL 102. Credit will be granted for only one of the following: BSCI 103 or BSCI 105. An introduction to modern biology for the non-science major. Major themes include molecular biology, cell biology, evolution and organismal biology. Relevance of study of biology to modern human life will be emphasized. Course not acceptable toward degree in College of Life Sciences.

BSCI 105 Principles of Biology I (4) Three hours of lecture and three hours of laboratory per week. Prerequisite: placement in MATH 110 or higher. For science majors. Credit will be granted for only one of the following: BSCI 103/BIOL 101 or BSCI 105/BIOL 105. Formerly BIOL 105. Basic principles of biology with special emphasis on cellular and molecular biology.

BSCI 106 Principles of Biology II (4) Three hours of lecture and three hours of laboratory per week. Prerequisite: MATH 110 placement. For science majors. Formerly BIOL 106. Basic principles of biology with special emphasis on organismic, ecological and evolutionary biology.

BSCI 120 Insects (3) Two hours of lecture and one hour of discussion/recitation per week. Formerly ENTM 100. A survey of the major groups of insects, their natural history, and their relationships with humans and their environment. Course not acceptable toward major requirements in the College of Life Sciences.

BSCI 121 Beekeeping (2) Formerly ENTM 111. First semester. A study of the life history, behavior and seasonal activities of the honeybee, its place in pollination of flowers with emphasis on plants of economic importance and bee lore in literature. Course not acceptable toward major requirements in the College of Life Sciences.

BSCI 122 Microbes and Society (4) Three hours of lecture and two hours of laboratory per week. Credit will be granted for only one of the following: BSCI 122 or BSCI 223. Formerly MICB 100. Introduction to the historical, societal and conceptual aspects of microbiology and biotechnology. Course not acceptable toward major requirements in the College of Life Sciences.

BSCI 124 Plant Biology for Non-Science Students (3) For non-science majors only. Not open to students who have completed BSCI 105/BIOL 105. Formerly PBIO 100. A basic course in plant biology specifically designed for the non-science student. Emphasis is placed on an evolutionary and ecological approach to studying fundamental concepts and processes of plants, their place in the biosphere, the importance of plants to man, and the manner in which humans impact on plants and their environment. This course will not count toward graduation requirements for any student in the College of Life Sciences or the College of Agriculture and Natural Resources.

BSCI 125 Laboratory in Plant Biology (1) Three hours of laboratory per week. Pre- or co-requisite: BSCI 124. For non-science majors only. Formerly PBIO 101. Laboratory investigations for the non-science student into the processes and functions of plants, their evolution, adaptations and ecological roles. This course will not count toward graduation requirements for any student in the College of Life Sciences or the College of Agriculture and Natural Resources.

BSCI 201 Human Anatomy and Physiology I (4) Three hours of lecture and three hours of laboratory per week. Prerequisite: BSCI 105 or equivalent. Formerly ZOOL 201. Anatomy and

physiology of the skeletal, muscular, neural, endocrine, and sensory systems. Course not acceptable toward major requirements in the College of Life Sciences.

BSCI 202 Human Anatomy and Physiology II (4) Three hours of lecture and three hours of laboratory per week. Prerequisite: BSCI 201 or permission of department. Formerly ZOOL 202. Anatomy and physiology of the cardiovascular, respiratory, immune, digestive, urinary and reproductive systems. Course not acceptable toward major requirements in the College of Life Sciences.

BSCI 203 Life in the Oceans (3) Prerequisite: an introductory course in biological principles. Formerly ZOOL 181. Consideration of major groups of animals and plants in various marine environments and humanity's potential uses and misuses of the ocean. Course not acceptable toward major requirements in the College of Life Sciences.

BSCI 205 Environmental Science (3) Formerly PBIO 235. Basic ecological principles as they relate to the ecological dilemmas of overpopulation, pollution, increasing consumption of natural resources, and deteriorating land use ethics facing mankind today. Course not acceptable toward major requirements in the College of Life Sciences.

BSCI 206 Chesapeake: A Living Resource (3) Credit will be granted for only one of the following: BSCI 206 or BSCI 373. Formerly PBIO 255. The living resources of the Chesapeake Bay from an ecosystem perspective. Designed for non-science majors, it will acquaint students with the Bay's watershed, its physical environment, and its living organisms, with an emphasis on the connections between these factors. Understanding the relationships between physical, chemical and biological processes will equip students to comprehend and appreciate the remarkable productivity of our estuary, as well as provide them with the knowledge needed to protect the Bay. Course not acceptable toward major requirements in the College of Life Sciences.

BSCI 222 Principles of Genetics (4) Three hours of lecture and two hours of discussion/recitation per week. Prerequisites: BSCI 105, one year college chemistry. Credit will be granted for only one of the following: BSCI 222/BIOL 222 or HORT 274. Formerly BIOL 222. Principles and mechanisms of heredity and gene expression. Considers plant, animal, and microbial organisms.

BSCI 223 General Microbiology (4) Two hours of lecture and four hours of laboratory per week. Prerequisite: BSCI 105. Credit will be granted for only one of the following: BSCI 122 or BSCI 223. Formerly MICB 200. Fundamental concepts in morphology, physiology, genetics, immunology, ecology, and pathogenic microbiology. Applications of microbiology to medicine, the food industry and biotechnology.

BSCI 224 Animal Diversity (4) Three hours of lecture and three hours of laboratory per week. Prerequisite: BSCI 106. Formerly ZOOL 210. Comparative study of the diversity of animal form and function, including analysis of structures and mechanisms which different organisms utilize to cope with similar requirements of life.

BSCI 225 Introductory Plant Biology (4) Prerequisite: BSCI 105 or HORT 100 or permission of department. Formerly PBIO 200. An evolutionary survey of plant life is presented with special emphasis on flowering plants. Particular attention is devoted to structure-function relationships necessary for carrying out life's processes, such as photosynthesis, metabolism, transport, protection, and development.

BSCI 226 Plant Taxonomy (4) Two hours of lecture and four hours of laboratory per week. Prerequisite: BSCI 105 or permission of department. Formerly PBIO 250. An introductory study of plant identification, naming, and classification. Laboratory emphasis on the collection and identification of local vascular plants.

BSCI 227 Principles of Entomology (4) Three hours of lecture and two hours of laboratory per week. Formerly ENTM 205. An introductory overview to the biology and diversity of insects. Basic physiological, ecological and behavioral processes that result in the dominance of insects in the animal kingdom. The management of pest insect populations and the consequences of the strategies used to regulate insect pests. A collection is required.

BSCI 230 Cell Biology and Physiology (4) Three hours of lecture and three hours of laboratory per week. Prerequisites: BSCI 105 and CHEM 103. Formerly ZOOL 211. Biochemical and physiological mechanisms underlying cellular function. Properties of cells which make life possible and mechanisms by which cells provide energy, reproduce, and regulate and integrate with each other and their environment.

BSCI 258 College Park Scholars Internship (1-3) For College Park Scholars - Life Sciences students only. Repeatable to 6 credits if content differs. Formerly BIOL 258. Credit to be

determined by CPS Director. Must be completed by end of sophomore year. Course not acceptable toward major requirements in the College of Life Sciences.

BSCI 279 Supplemental Study (1-3) Prerequisite: permission of department. Repeatable to 6 credits. Formerly ZOOL 299. Research or special study to complement a course taken previously which is not fully equivalent to current departmental requirements. Credit according to work done.

BSCI 288 Internship (1-6) Prerequisite: permission of department. Repeatable to 12 credits if content differs. Formerly BIOL 288. An individual experience arranged by the student with the instructor. Does not satisfy biology major requirements. Course not acceptable toward major requirements in the College of Life Sciences.

BSCI 289 Off-Campus Internship (1-3) Prerequisite: permission of department. For LSC majors only. Repeatable to 5 credits if content differs. Formerly BIOL 289. Elective credit for formally established off-campus research internship. Permission of Director of Outreach required. Course not acceptable toward major requirements in the College of Life Sciences.

BSCI 301 Biological Issues and Scientific Evidence (3) Prerequisite: BSCI 105. Formerly ZOOL 301. Scientific inquiry in biology as exemplified by topics such as Mendelian and molecular genetics. Implications of genetical research for society. The use of DNA fingerprinting in court; scientific vs. alternative medicine; evolution vs. creationism. Not for biology majors. Course not acceptable toward major requirements in the College of Life Sciences.

BSCI 302 Women and Science (3) Prerequisite: one science course. Also offered as WMST 313. Credit will be granted for only one of the following: WMST 313 or BSCI 302. Formerly ZOOL 313. Participation in and contribution of women to the sciences. Influence of self-images and societal expectations on women's participation, intersection of scholarship with science. Course not acceptable toward major requirements in the College of Life Sciences.

BSCI 312 Eukaryotic Genetics Laboratory (2) Three hours of laboratory and one hour of discussion/recitation per week. Prerequisite: BSCI 222 or equivalent. Credit will be granted for only one of the following: BIOL 322, ZOOL 322, or BSCI 312. Formerly ZOOL 322. Experiments using lower and higher eukaryotes will be done by the students. Exercises will apply the genetic concepts underlying Mendelian and chromosomal theory of heredity; gene-environment interactions and the induction and detection of mutations. Major emphasis will be on the analysis and interpretation of data as well as clarity and completeness of the laboratory records.

BSCI 328 Special Topics in Entomology (1-4) Repeatable to 6 credits if content differs. Formerly ENTM 328. Lectures, seminars, mini-courses and other special instruction in various entomological subjects.

BSCI 329 Instructional Assistance Practicum (1-2) Prerequisite: permission of department. Repeatable to 3 credits if content differs. Formerly ZOOL 329. Students serve as instructional assistants in selected undergraduate biology courses. Roles and responsibilities are determined on a course-specific basis and approved by the Director of Undergraduate Studies, Biology Department. Course not acceptable toward major requirements in the College of Life Sciences.

BSCI 338 Special Topics in Biology (1-4) Repeatable to 6 credits if content differs. Formerly ZOOL 328. Lectures, seminars, mini-courses and other special instruction in various biological subjects.

BSCI 341 Introductory Plant Pathology (4) Two hours of lecture and four hours of laboratory per week. Prerequisites: BSCI 105 and BSCI 106. Formerly PBIO 365. An introduction to the causal agents, nature and management of plant diseases.

BSCI 342 Biology of Reproduction (3) Prerequisite: BSCI 105 or permission of department. Also offered as WMST 326. Credit will be granted for only one of the following: BSCI 342 or WMST 326. Formerly ZOOL 326. The biology of the reproductive system with emphasis on mammals and, in particular, on human reproduction. Hormone actions, sperm production, ovulation, sexual differentiation, sexual behavior, contraception, pregnancy, lactation, maternal behavior, and menopause.

BSCI 348 Special Topics in Cell Biology and Molecular Genetics (1-4) Formerly MICB 388. Presentation and discussion of special subjects in the field of cell biology and molecular genetics. A maximum of three credit hours of BSCI 348 may be applied to major.

BSCI 360 Principles of Animal Behavior (3) Two hours of lecture and one hour of discussion/recitation per week. Prerequisites: BSCI 105 and BSCI 106 and BSCI 222. Formerly

ZOOL 360. Study of animal behavior with emphasis on its evolution and function. Topics include genetic basis of behavior, communication, aggression, foraging, cooperation, mate selection, and relevance for conservation.

BSCI 361 Principles of Ecology (4) Three hours of lecture and one hour of discussion/recitation per week. Prerequisites: BSCI 106 and (MATH 140 or MATH 220). Formerly ZOOL 328N. Basic principles of population, community, and ecosystem ecology. Use of these principles to predict possible consequences of human-caused changes in the environment and to understand the level of uncertainty of those predictions.

BSCI 362 Ecology of Marsh and Dune Vegetation (2) Prerequisite: BSCI 106. Formerly PBIO 455. An examination of the biology of higher plants in dune and marsh ecosystems.

BSCI 363 The Biology of Conservation and Extinction (3) Prerequisite: BSCI 106. Formerly ZOOL 312. Ecology, evolutionary biology, and paleontology will be applied to the study of conservation, species invasions, and extinction.

BSCI 365 International Pesticide Problems and Solutions (3) Prerequisites: (BSCI 103) or (BSCI 124 and BSCI 125) or (BSCI 105). Formerly ENTM 303. An assessment of the global pesticide problems and environmental, social, economic and political consequences. Case studies examine how human perceptions, international aid, corporations, laws, and other factors affect use of pesticides and the solutions to them. Emphasis on problems and solutions in both developed and developing countries.

BSCI 366 Bio-diversity Issues in Conservation Management (3) Prerequisite: BSCI 224 or BSCI 225 or BSCI 227 or permission of department. Formerly ENTM 313. How biological diversity affects the stability and economic viability of agriculture, urban landscapes, and other managed resources and what actions can be taken to reduce losses.

BSCI 370 Principles of Evolution (3) Prerequisite: BSCI 106. Formerly ZOOL 328Q. Understanding evolutionary processes in a natural and human environment, including adaptation; DNA sequence, protein, and genome evolution; evolution of developmental mechanisms; mechanisms of evolutionary change (mutation, natural selection, drift); epidemiology; co-evolution and biological control; speciation; comparative methods; extinction and conservation; human evolution.

BSCI 373 Natural History of the Chesapeake Bay (3) Three lectures per week and at least one Saturday field trip. Prerequisite: a course in biological sciences or permission of department. Formerly ZOOL 381. Consideration of the major groups of organisms associated with the Chesapeake Bay and current issues that determine humans' present and future uses for the Chesapeake and its biota.

BSCI 374 Chesapeake Bay Laboratory (2) One hour of lecture, two hours of laboratory, and eight hours of fieldwork per week. Pre- or corequisite: BSCI 373. Formerly ZOOL 382. A laboratory and field experience of the watershed and Chesapeake Bay biota. Laboratories will be used to identify the biota collected by students on Thursday and Saturday field trips to a wide variety of collecting sites available along the 200 mile length of the Chesapeake Bay.

BSCI 375 Biological Oceanography (3) Prerequisites: BSCI 106 and BSCI 224.. Formerly ZOOL 375. Fundamentals of biological processes in the world's oceans; emphasizes ecology of marine organisms and how ocean chemistry and ocean circulation influence biological processes such as production, dispersal, and food chain dynamics.

BSCI 378H Cell Biology and Molecular Genetics Department Honors Seminar (1) Repeatable to 6 credits. Formerly MICB 388H. Required seminar for all students participating in departmental honors research program.

BSCI 379 Cell Biology and Molecular Genetics Department Research (1-3) Prerequisite: permission of department. Formerly MICB 399/PBIO 399. This course is arranged to provide qualified majors an opportunity to pursue research problems under the supervision of a member of the department.

BSCI 379H Cell Biology and Molecular Genetics Department Honors Research (1-4) Prerequisite: admission to departmental honors program. Repeatable to 8 credits if content differs. Formerly MICB 379. Student should consult program guidelines. Research project carried out under guidance of faculty advisor.

BSCI 385 Plants of Economic Importance (3) Two hours of lecture and one hour of laboratory per week. Recommended: (BSCI 124 or BSCI 105) or permission of department. Formerly PBIO 385. Botanical characteristics of plants and plant products economically important to human societies, origin, cultivation, and uses of domesticated plants in different cultures.

BSCI 389 Entomology Department Research (1-2) Prerequisite: BSCI 227/ENTM 205 or permission of department. Formerly ENTM 399. Credit to be determined by the department. Should be taken during the junior year. Investigations of assigned entomological problems. No more than 4 credit hours of BSCI 389 may be applied to the 120 credit hours needed for the Bachelor's degree.

BSCI 389H Entomology Department Honors Research (1-2)

BSCI 390 Vertebrate Zoology (3) Prerequisites: BSCI 106 and BSCI 224 or permission of department. Formerly ZOOL 390. An introduction to the natural history of vertebrates, their evolutionary history, patterns of geographic distribution, and systematics.

BSCI 391 Vertebrate Zoology Laboratory (1) Three hours of laboratory per week. Prerequisites: BSCI 106 and BSCI 224 or permission of department. Corequisite: BSCI 390. Formerly ZOOL 391. Field trips to observe vertebrates and to institutions where scientific research on vertebrates is being conducted.

BSCI 392 Biology of Extinct Animals (3) Prerequisite: BSCI 106. Credit will be granted for only one of the following: BSCI 392 or ZOOL 396. Formerly ZOOL 396. A survey of extinct animals that have few, if any, direct living descendants. The principles governing the functional design of animals will be used to infer life styles for extinct, and frequently bizarre, organisms.

BSCI 393 Biology of Extinct Animals Laboratory (1) Three hours of laboratory per week. Pre- or co-requisite: BSCI 392. Formerly: BSCI 338W/ZOOL 328W. Credit will be granted for only one of the following: BSCI 392 or BSCI 338W or ZOOL 328W. An overview of the techniques used in paleobiological reconstructions of extinct animals.

BSCI 394 Vertebrate Form and Function (3) Prerequisites: BSCI 105 and BSCI 106 and (BSCI 224 or BSCI 230). Formerly ZOOL 328F. Comparative functional anatomy of vertebrates in the context of adaptation to their environments. The vertebrate body and its systems will be considered in terms of structure, physiology, evolution, and embryonic development.

BSCI 398H Biology Department Honors Seminar (1) Prerequisite: permission of department. Formerly ZOOL 308H. Required seminar for all students participating in departmental honors research program.

BSCI 399 Biology Department Research (1-3) Prerequisite: minimum G.P.A. of 3.0 and permission of department. Repeatable to 8 credits if content differs. Formerly ZOOL 319. Research and/or integrated reading in plant biology under the direction and close supervision of a member of the faculty.

BSCI 399H Biology Department Honors Research (1-2) Prerequisite: participation in the Biology Department Honors Program. Repeatable to 8 credits if content differs. Formerly ZOOL 318H. A laboratory research problem; required each semester during honors participation and culminating in an honors thesis.

BSCI 410 Molecular Genetics (3) Prerequisites: a course in genetics (e.g. BSCI 222) and CHEM 233. Formerly ZOOL 446. The molecular basis of gene structure and function. Regulation of differential gene expression.

BSCI 411 Plant Genetics and Molecular Biology (3) Prerequisite: BSCI 222. Junior standing. Formerly PBIO 405. The basic principles of genetic analysis and molecular biology of gene structure, expression, and manipulation.

BSCI 412 Microbial Genetics (4) Two hours of lecture and six hours of laboratory per week. Prerequisites: BSCI 223 and BSCI 222. Formerly MICB 485. A laboratory/lecture based course that covers the fundamentals of mutation, mobile genetic elements and transmission genetics of microbial organisms using both classical and molecular approaches.

BSCI 413 Recombinant DNA (3) Prerequisites: (BSCI 230 or BSCI 223) and BSCI 222. Formerly ZOOL 452. An advanced course presenting the tools and procedures of genetic engineering. Theory and practical applications of recombinant DNA techniques to understanding eukaryotic gene structure and expression.

BSCI 414 Recombinant DNA Laboratory (3) Prerequisite: BSCI 222. Formerly MICB 453. An advanced course offering hands-on experience in performing recombinant DNA experiments. All current molecular biology techniques used for cloning prokaryotic genes, analyzing the gene products, and modifying the genes will be performed. Techniques include isolation of DNA, use of restriction enzymes; cloning procedures, PCR analysis, and Southern hybridizations. Lecture material focuses on interpretation of results generated in the laboratory.

BSCI 415 Plant Biotechnology (2) Prerequisites: (BSCI 411 or ANSC 201 or HORT 274) and BSCI 442. Formerly PBIO 415. Theoretical and applied consideration of current technology for crop improvement, including manipulation of whole plants, tissues, and genes.

BSCI 416 Biology of the Human Genome (3) Prerequisite: BSCI 222. Recommended: BSCI 230. Formerly ZOOL 417. New approaches to studying human genetics and its application to basic biology and medicine. New medical treatments and genetic screening. Ethical, economic, and moral questions of availability, cost, and confidentiality.

BSCI 420 Cell Biology Lectures (3) Prerequisites: BSCI 230 and BSCI 222 and CHEM 233. Credit will be granted for only one of the following: BSCI 420 or BSCI 421. Formerly ZOOL 410. Molecular and biochemical bases of cellular organization and function in eukaryotes.

BSCI 421 Cell Biology (4) Three hours of lecture and four hours of laboratory per week. Prerequisites: BSCI 230 and BSCI 222 and CHEM 233. Formerly: PBIO 400 and ZOOL 411.. Credit will be granted for only one of the following: BSCI 420 or BSCI 421. Molecular and biochemical bases of cellular organization and function in eukaryotes.

BSCI 422 Principles of Immunology (3) Prerequisites: BSCI 222 and BSCI 223. Recommended: BSCI 230. Junior or Senior standing. Formerly MICB 454. The immune system in health and disease. Presentation and analysis of the cellular and molecular processes that comprise the immune system.

BSCI 423 Immunology Laboratory (2) Six hours of laboratory per week. Prerequisites: BSCI 222 and BSCI 223. Co-requisite: BSCI 422. Junior or senior standing. Formerly MICB 455. Current techniques for assessment of immune status and evaluation of the immune response, including monoclonal antibody production, Western blotting, cytokine assays, ELISA and flow cytometry.

BSCI 424 Pathogenic Microbiology (4) Two hours of lecture and four hours of laboratory per week. Prerequisite: BSCI 223. Formerly MICB 440. The role of bacteria and fungi in the diseases of humans with emphasis upon the differentiation and culture of microorganisms, types of disease, modes of disease transmission, prophylactic, therapeutic, and epidemiological aspects.

BSCI 425 Epidemiology and Public Health (3) Two hours of lecture and one hour of discussion/recitation per week. Prerequisite: BSCI 223. Formerly MICB 420. History, characteristic features of epidemiology; the important responsibilities of public health; vital statistics.

BSCI 426 Membrane Biophysics (3) Prerequisites: BSCI 230; and (PHYS 122 or PHYS 142) and (MATH 140 or MATH 220). Formerly ZOOL 413. Quantitative aspects of biology and the use of mathematical descriptions of biological phenomena. The focus will be on membrane structure, transport, and bioenergetics.

BSCI 427 Principles of Microscopy (2) Prerequisite: BSCI 421. Formerly PBIO 430. An introduction to optical principles that underlie light and electron microscopic image formation. Brightfield, darkfield, phase contrast, differential interference contrast, fluorescence and polarized light microscopy. Comparison of light and electron microscopy. The application of these techniques to problems in biological research.

BSCI 430 Developmental Biology (3) Prerequisites: BSCI 230 and BSCI 222. Formerly ZOOL 430. Structural, functional and regulatory events and mechanisms that operate during development to produce an integrated, multi-cellular organism composed of a multitude of differentiated cell types.

BSCI 432 Cell Differentiation (3) Prerequisites: BSCI 230 and BSCI 222. Formerly ZOOL 415. The processes by which cells become differentiated from each other during development, with an emphasis on the biochemical and ultrastructural mechanisms of these changes.

BSCI 433 Biology of Cancer (3) Prerequisites: (BSCI 230 and BSCI 222) or permission of department. Formerly ZOOL 416. Causes and consequences of neoplastic transformations at the biochemical and cellular levels.

BSCI 434 Mammalian Histology (4) Two hours of lecture and six hours of laboratory per week. Prerequisites: BSCI 230 and BSCI 440; or permission of department. Formerly ZOOL 495. A study of the microscopic anatomy, ultrastructure and histophysiology of tissues and organs of mammals.

BSCI 435 Plant Biochemistry (3) Prerequisites: BSCI 442; and CHEM 233. Formerly PBIO 410. Biochemical processes characteristic of plants, including photosynthesis, nitrogen fixation and biosynthesis of plant macromolecules.

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BSCI 436 Drug Action and Design (3) Prerequisite: CHEM 243 or permission of department. 60 semester hours. Junior standing. Formerly MICB 443. Introductory pharmacology with an emphasis on "magic bullets", novel therapies, and drug design.

BSCI 437 General Virology (3) Prerequisite: (BSCI 222 and completion of 60 credits) or permission of department. Formerly MICB 460. Discussion of the physical and chemical nature of viruses, virus cultivation and assay methods, virus replication, viral diseases with emphasis on the oncogenic viruses, viral genetics, and characteristics of the major virus groups.

BSCI 440 Mammalian Physiology (4) Three hours of lecture and two hours of discussion/recitation per week. Prerequisites: BSCI 230 and CHEM 233 or permission of department. Formerly ZOOL 422. A study of the cardiovascular, hemopoietic, gastrointestinal, renal and respiratory systems. Chemical and endocrine regulation of physiological functions in mammals. Course does not count as an upper level lab for BIOL majors (see BSCI 441).

BSCI 441 Mammalian Physiology Laboratory (2) Four hours of laboratory per week. Co-requisite: BSCI 440. Formerly ZOOL 423. Laboratory exercises in experimental mammalian physiology.

BSCI 442 Plant Physiology (4) Three hours of lecture and three hours of laboratory per week. Prerequisites: BSCI 105/BIOL 105 and CHEM 103. Formerly PBIO 420. A survey of the general physiological activities of plants.

BSCI 443 Microbial Physiology (3) Prerequisite: BSCI 223. Pre- or co-requisite: BCHM 462. Formerly MICB 470. Microbial cellular and population growth. Fermentation metabolism, physiology of anaerobiosis, and energy conservation and transformation in bacterial membranes. Efficiency of energy utilization for growth. Membrane structure and transport. Bacterial chemotaxis. Regulation of bacterial chromosome replication, RNA and protein synthesis. Control of metabolic pathways.

BSCI 444 Neurophysiology Lectures (3) Prerequisites: BSCI 230 and CHEM 233 and PHYS 122. Credit will be granted for only one of the following: BSCI 444 or BSCI 445. Formerly ZOOL 420. The physiology of nerves, muscles, and sensory receptors and aspects of central nervous system physiology.

BSCI 445 Neurophysiology (4) Three hours of lecture and three hours of laboratory per week. Prerequisites: BSCI 230 and CHEM 233 and PHYS 122. Credit will be granted for only one of the following: BSCI 444 or BSCI 445. Formerly ZOOL 421. The physiology of nerves, muscles and sensory receptors and aspects of central nervous system physiology.

BSCI 446 Neural Systems (3) Prerequisite: BSCI 230. Formerly ZOOL 402. Neural development, followed by sensory, motor and integrative system organization in the central nervous system.

BSCI 447 General Endocrinology (3) Prerequisites: BSCI 230 and CHEM 233 and CHEM 243. Formerly ZOOL 426. Functions and the functioning of the endocrine glands of animals with special reference to the vertebrates.

BSCI 450 History of Microbiology (1) Prerequisite: MICB major. Formerly MICB 410. History and integration of the fundamental discoveries of the science. Modern aspects of abiogenesis, fermentation, and disease causation in relation to early theories.

BSCI 451 Physical Chemistry for Biologists (3) Prerequisite: BSCI 230 or equivalent. Formerly ZOOL 328S. Mechanistic and quantitative aspects of chemical and physical processes, including diffusion, ligand-receptor binding, DNA melting, sedimentation, redox reactions, kinetics, fluorescence, osmosis, and electrophoresis.

BSCI 460 Plant Ecology (3) Prerequisite: BSCI 106. Formerly PBIO 440. The dynamics of populations as affected by environmental factors with special emphasis on the structure and composition of natural plant communities, both terrestrial and aquatic.

BSCI 461 Plant Ecology Laboratory (2) Three hours of laboratory per week. Pre- or co-requisite: BSCI 460. Formerly PBIO 441. Two or three field trips per semester. The application of field and experimental methods to the qualitative and quantitative study of vegetation and ecosystems.

BSCI 462 Population Ecology (3) Prerequisites: BSCI 106 and MATH 220. Formerly ZOOL 470. Theory of population growth and regulation, life tables, and theory of competition and predation, evolution in ecological settings, community structure and dynamics.

BSCI 463 Laboratory and Field Ecology (2) Four hours of laboratory and field work per week. Pre- or co-requisites: BSCI 462 and a course in statistics. Formerly ZOOL 471. Laboratory and field exercises involving problems of contemporary

ecological interest; population density regulation, community structure, and spatial pattern diversity in both terrestrial and aquatic systems.

BSCI 464 Microbial Ecology (3) Prerequisites: BSCI 223; and CHEM 243 or CHEM 245. Formerly MICB 480. Interaction of microorganisms with the environment, other microorganisms and with higher organisms. Roles of microorganisms in the biosphere. Microorganisms and current environmental problems.

BSCI 465 Behavioral Ecology (3) Prerequisites: BSCI 106 and (BSCI 222 or BSCI 224). Formerly ZOOL 465. How natural and social environments shape individual behavior. The influence of evolution on patterns of individual adaptation. Use of the evolutionary paradigm to investigate specific problems in animal and human behavior.

BSCI 466 Experimental Aquatic Ecology (3) Prerequisites: BSCI 106 and BSCI 224. Formerly ZOOL 484. Role of theory and experimentation in aquatic ecology. Experimental approaches and testing hypotheses.

BSCI 467 Freshwater Biology (4) Two hours of lecture and six hours of laboratory per week. Prerequisite: BSCI 227 or permission of department. Formerly ENTM 482. Biology and ecology of freshwater invertebrates in lotic and lentic habitats, their adaptation to aquatic life, their function in aquatic ecosystems, and their relationship to environmental deterioration. Laboratory will include field trips, demonstrations, and identifications.

BSCI 470 Evolutionary Mechanisms (4) Three hours of lecture and one hour of discussion/recitation per week. Prerequisite: BSCI 370 or permission of instructor. Credit will be granted for only one of the following: BSCI 470 or ZOOL 440. Formerly ZOOL 440. Concepts and experimental tools for understanding the process of evolution, including how genetic and ecological factors combine to produce adaptive evolution, measuring genetic variability and natural selection in contemporary populations, predicting evolutionary possibilities and understanding evolutionary constraints.

BSCI 471 Molecular Evolution (3) Prerequisite: BSCI 222 or permission of department. Formerly ZOOL 441. Patterns of DNA sequence variation within and between species, caused by nucleotide changes and the movement of transposable elements. Theories of molecular evolution, such as the neutral theory. Molecular clock hypothesis: its importance as a practical empirical tool in molecular genetics and systematics and its theoretical foundation.

BSCI 472 Evolutionary Biology of Plants (3) Prerequisites: BSCI 106 and BSCI 222. Formerly PBIO 445. Evolution in plant populations. The pace, pattern, and mechanisms of evolution will be discussed within a genetic and ecological framework. Some emphasis will be placed on processes that are unique to the evolution of plants.

BSCI 473 Marine Ecology (3) Prerequisite: BSCI 224. Formerly ZOOL 473. Courses in evolution and animal behavior are strongly recommended. A detailed analysis of the evolutionary ecology of marine invertebrates; emphasis on testing of theories and on current literature.

BSCI 474 Mathematical Biology (4) Three hours of lecture and three hours of laboratory per week. Prerequisites: MATH 220 and MATH 221. Formerly ZOOL 425. Mathematical methods for analyzing deterministic and stochastic biological processes from a variety of areas (including population and evolutionary biology, neurobiology, physiology and morphogenesis). Qualitative aspects of dynamical systems which are usually given as difference or differential equations. The computer program Mathematica will be used to obtain the numerical solutions of these equations.

BSCI 475 Symbiology (3) Prerequisite: BSCI 106. Formerly ZOOL 477. An introduction to basic concepts of symbiosis, with emphasis on co-evolution between symbiotic organisms. Adaptations for establishment and maintenance of mutualistic, commensal and parasitic associations. Emphasis on current literature and a research perspective.

BSCI 480 Arthropod Form and Function (4) Three hours of lecture and three hours of laboratory per week. Prerequisite: BSCI 227 or permission of department. Formerly ENTM 423. Survey of the morphological, systematic and physiological diversity of the phylum Arthropoda.

BSCI 481 Insect Diversity and Classification (4) One hour of lecture and six hours of laboratory per week. Prerequisite: BSCI 227 or permission of department. Formerly ENTM 424. The techniques of collecting insects in the field and their classification into the latest hierarchical scheme. Field trips will visit habitats throughout the state. An insect collection is required.

BSCI 483 Medical and Veterinary Entomology (4) Three hours of lecture and two hours of laboratory per week. Prerequisite: BSCI 227 or permission of department. Formerly ENTM 472. A

study of the morphology, taxonomy, biology and control of the arthropod parasites and disease vectors of man and animals. The ecology and behavior of vectors in relation to disease transmission will be emphasized.

BSCI 484 The Biology of Marine and Estuarine Invertebrates (4) Two hours of lecture and six hours of laboratory per week. Prerequisite: one year of biology including BSCI 224. Formerly ZOOL 481. A study of the taxonomy and functional morphology of the invertebrates, exclusive of insects. Emphasis on the study of living material.

BSCI 485 Protozoology (4) Two hours of lecture and six hours of laboratory including field trips per week. Prerequisite: one year of biology. Formerly ZOOL 472. Basic conceptual treatment of free-living and parasitic protozoan functional morphology, life history, and systematics. The laboratory will stress observations of protozoa, living and stained, collected from diverse habits.

BSCI 486 Systematic Microbiology (2) Prerequisite: eight credits in microbiology. Formerly MICB 400. History and philosophy of classification. Alpha numerical and molecular genetic taxonomy. Methods used in microbial identification and classification.

BSCI 487 Managing Pests without Pesticides (4) Three hours of lecture and three hours of laboratory per week. Prerequisite: BSCI 227 or permission of department. Formerly ENTM 454. Systematic assessment of the principles of plant protection and pest population management. Emphasis on deriving solutions using nonpesticidal methods from the view of ecological habitat management.

BSCI 488 Summer Biology Institutes (1-8) Prerequisite: permission of department. Formerly BIOL 488, BIOL 489, and BIOL 490. Repeatable to 12 credits if content differs.

BSCI 490 Plant Structure (4) Two hours of lecture and four hours of laboratory per week. Prerequisite: BSCI 105. Formerly PBIO 425. A survey of the basic structural features of vascular plants, including sub-cellular organelles, cells, tissues, and organs. Emphasis on structural phenomena as they relate to physiological processes of agricultural importance.

BSCI 491 Advanced Plant Taxonomy (3) Two hours of lecture and one hour of laboratory per week. Prerequisites: BSCI 225 and BSCI 226. Formerly PBIO 450. A review of the history and principles of plant taxonomy with emphasis on monographic and floristic research. A detailed laboratory review of the families of flowering plants.

BSCI 492 Mycology (4) Two hours of lecture and six hours of laboratory per week. Prerequisite: BSCI 105. Formerly PBIO 460. An introductory course in the biology, morphology and taxonomy of the fungi.

BSCI 493 Medicinal and Poisonous Plants (3) Two hours of lecture and two hours of discussion/recitation per week. Prerequisites: BSCI 105 and CHEM 233 or 4 credit hours of biological sciences. Formerly PBIO 485. A study of plants important to humans that have medicinal or poisonous properties. Emphasis on plant source, plant description, the active agent and its beneficial or detrimental physiological action and effects.

BSCI 494 Animal-Plant Interactions (3) Prerequisites: BSCI 106 and (BSCI 227, or BSCI 224, or permission of department). Credit will be granted for only one of the following: BSCI 494 or ENTM 400. Formerly ENTM 400. Theoretical, conceptual and applied aspects of the ecological interactions between plants and animals.

BSCI 495 Animal-Plant Interactions Laboratory (1) Two hours of laboratory per week. Pre- or co-requisite: BSCI 494. Credit will be granted for only one of the following: BSCI 495 or ENTM 401. Formerly ENTM 401. Guided independent research on animal-plant ecological interactions.

BSCI 496 Pathogenic Bacteria and Fungi of Plants (4) Three hours of lecture and two hours of laboratory per week. Prerequisite: BSCI 341 or permission of department. Formerly PBIO 470. A survey of the diagnostic properties and biology of plant pathogenic bacteria and fungi.

BSCI 497 Insect Pests of Ornamentals and Turf (3) Two hours of lecture and three hours of laboratory per week. Prerequisite: BSCI 227 permission of department. Formerly ENTM 453. The recognition, biology and control of insects and mites injurious to ornamental shrubs, trees, greenhouse crops, and turf. Emphasis on pests of woody ornamental plants.

BSOS — Behavioral and Social Sciences

BSOS 188 Selected Topics in the Behavioral and Social Sciences (1-3) Repeatable to 6 credits if content differs. Not open to students who have completed EDCP 108P. Credit will be granted for only one of the following: EDCP 1080 or BSOS 188A. Introductory selected topics course dealing with interdisciplinary issues related to the social sciences.

BSOS 191 Introduction to Civics (3) 3 semester hours. An introduction to the social and historical foundations of a civil society. An examination of the roles of individuals, groups, social institutions and community services.

BSOS 288 Special Topics in Behavioral and Social Sciences (1-3) Repeatable to 6 credits if content differs. Introductory special topics course focusing on an interdisciplinary topic related to behavioral and social sciences.

BSOS 308 Contemporary Issues: Interdisciplinary Approaches (3) Repeatable to 6 credits if content differs. An interdisciplinary analysis of current public policy issues of international, national and community import. Senior standing recommended.

BSOS 338 Academic Seminar for Interns: Federal and International (1-3) Two hours of lecture per week. Prerequisite: permission of department. Co-requisite: BSOS 339. Repeatable to 6 credits if content differs. This is the academic seminar for student interns in BSOS 339. Students read, discuss, analyze, and write about topics in political and public policy leadership, and leadership studies.

BSOS 339 Internship in Political Institutions: Federal and International (3-6) 8 hours per week in internship site for 15 weeks for 3 credits or 16 hours per week in internship site for 15 weeks for 6 credits. Prerequisite: permission of department. Co-requisite: BSOS 338. Repeatable to 12 credits if content differs. Credit will be granted for only one of the following: BSOS 356 or BSOS 339. Formerly BSOS 356. Offers students supervised internship placements in federal and international political or public policy organizations.

BSOS 348 Academic Seminar for Interns: State and Local (1-3) Two hours of lecture per week. Prerequisite: permission of department. Co-requisite: BSOS 349. Repeatable to 6 credits if content differs. This is the academic seminar for student interns in BSOS 349. Students read, discuss, analyze, and write about topics in political and public policy leadership, and leadership studies.

BSOS 349 Internship in Political Institutions: State and Local (3-6) 8 hours per week in internship site for 15 weeks for 3 credits or 16 hours per week in internship site for 15 weeks for 6 credits. Prerequisite: permission of department. Co-requisite: BSOS 348. Repeatable to 12 credits if content differs. Credit will be granted for only one of the following: BSOS 346 or BSOS 349. Formerly BSOS 346. Offers students supervised internship placements in state and local political or public policy organizations.

BSOS 359 Contemporary Issues in Political Leadership and Participation (3) Prerequisite: permission of department. Repeatable to 9 credits if content differs. Special topics in political leadership and participation.

BSOS 366 Internship in Community Service Organizations (3-6) Prerequisite: permission of department. This course offers students supervised placements in non-profit community organizations. Attendance at the seminar and discussion section is required.

BSOS 388 Behavioral and Social Sciences Special Topics (1-3) Repeatable to 6 credits if content differs. Advanced special topics course focusing on an interdisciplinary topic related to the Behavioral and Social Sciences.

BSOS 396 Fellowship Program in Political Leadership (2-6) Prerequisite: permission of department and acceptance of full-time fellowship program. Co-requisite: BSOS 346, BSOS 356 or BSOS 366. Individual instruction course.

BSOS 399 Directed Study in Behavioral and Social Sciences (1-6) Prerequisite: permission of department. Guidance for the advanced student capable of interdisciplinary study on special projects under the supervision of the Assistant Dean for Student Affairs.

CCJS — Criminology and Criminal Justice

CCJS 100 Introduction to Criminal Justice (3) Introduction to the administration of criminal justice in a democratic society, with emphasis on the theoretical and historical development of law enforcement. The principles of organization and administration for law enforcement; functions and specific activities; planning and research; public relations; personnel and training; inspection and control; direction; policy formulation.

CCJS 105 Introduction to Criminology (3) Criminal behavior and the methods of its study; causation; typologies of criminal acts and offenders; punishment, correction and incapacitation; prevention of crime.

CCJS 188 Topics in Criminology and Criminal Justice (3) Prerequisite: CCJS 100 or CCJS 105. Repeatable to 6 credits if content differs. Contemporary and emerging crimes and the response to them by criminal justice agencies. Emphasis is on the emergence of new forms of crimes or criminals.

CCJS 200 Statistics for Criminology and Criminal Justice (3) Two hours of lecture and one hour of discussion/recitation per week. Prerequisites: MATH 111 and (CCJS 100 or CCJS 105) or permission of department. Introduction to descriptive and inferential statistics, graphical techniques, and the computer analysis of criminology and criminal justice data. Basic procedures of hypothesis testing, correlation and regression analysis, and the analysis of continuous and binary dependent variables. Emphasis upon the examination of research problems and issues in criminology and criminal justice.

CCJS 230 Criminal Law in Action (3) Law as one of the methods of social control. Criminal law: its nature, sources and types; theories and historical developments. Behavioral and legal aspects of criminal acts. Classification and analysis of selected criminal offenses.

CCJS 234 Law of Criminal Investigation (3) Prerequisite: CCJS 230. General principles and theories of criminal procedure. Due process. Arrest, search and seizure. Recent developments. Study and evaluation of evidence and proof.

CCJS 288 Special Topics in Law and Justice (3) Prerequisites: CCJS 105 and CCJS 230. Repeatable to 6 credits if content differs. An analysis of recent developments in criminal law and their implications for criminal justice systems and research. Focus will be on Supreme Court decisions and legislative initiatives.

CCJS 300 Criminological and Criminal Justice Research Methods (3) Prerequisites: CCJS 100 and CCJS 105; and one of the following: CCJS 200 or SOCY 201 or PSYC 200 or ECON 321 or BMGT 230. Introduction to the formulation of research questions covering crime and justice, research designs, data collection, and interpretation and reporting in criminological and justice-system settings.

CCJS 320 Introduction to Criminalistics (3) Prerequisite: CCJS 234. An introduction to modern methods used in the detection, investigation and solution of crimes. Practical analysis of evidence in a criminal investigation laboratory, including photography, fingerprints and other impressions, ballistics, glass, hair, handwriting and document examination, drug analysis, and lie detection.

CCJS 330 Contemporary Criminological Issues (3) Prerequisite: CCJS 105. Career criminals, prison overcrowding, prediction, ecological studies of crime, family and delinquency and similar criminological problems. Enforcement procedures for civil law and similar legal problems. Admissibility of evidence. Representation. Indigent's right to counsel.

CCJS 331 Contemporary Legal Policy Issues (3) Prerequisites: CCJS 230; and CCJS 234 or equivalent. In-depth examination of selected topics. Criminal responsibility. Socio-legal policy alternatives with regard to deviance. Law enforcement procedures for civil law and similar legal problems. Admissibility of evidence. Representation. Indigent's right to counsel.

CCJS 340 Concepts of Law Enforcement Administration (3) Prerequisite: CCJS 100 or equivalent. An introduction to concepts of organization and management as these relate to law enforcement. Principles of structure, process, policy and procedure, communication and authority, division of work and organizational controls. Human element in the organization. Informal interaction and bureaucracy.

CCJS 350 Juvenile Delinquency (3) Prerequisite: CCJS 105. Juvenile delinquency in relation to the general problem of crime; analysis of factors underlying juvenile delinquency; treatment and prevention; organization and social responsibility of law enforcement.

CCJS 352 Drugs and Crime (3) Prerequisite: CCJS 100. An analysis of the role of criminal justice in the control of drug use and abuse.

CCJS 357 Industrial and Retail Security Administration (3) Prerequisite: CCJS 100 or permission of department. The origins of contemporary private security systems. Organization and management of industrial and retail protective units.

CCJS 359 Field Training in Criminology and Corrections (1-6) Prerequisite: six credits in criminology and permission of department. Repeatable to 6 credits. Supervised field training in public or private social agencies. Group meetings, individual conferences and written program reports.

CCJS 360 Victimology (3) Prerequisite: CCJS 105. Overview of the history and theory of victimology. Analysis of victimization patterns with special emphasis on types of victims and crimes. The interaction between victims of crime and the criminal justice system with respect to the role of the victim and the services offered to the victim.

CCJS 370 Race, Crime and Criminal Justice (3) Prerequisite: CCJS 100 or equivalent. Role and treatment of racial/ethnic minorities in the criminal justice system. Course will provide students with historical and theoretical framework for understanding this dynamic.

CCJS 388 Independent Reading Course in Criminology and Criminal Justice (3) Prerequisites: CCJS 100 and CCJS 105. For honor students only. Designed for the needs of honor students in criminology and criminal justice.

CCJS 389 Independent Research in Criminology and Criminal Justice (3) Prerequisite: CCJS 105. For honor students only. Designed for the needs of honor students in criminology and criminal justice.

CCJS 398 Law Enforcement Field Training (1-6) Prerequisite: 6 credits of CCJS; and permission of department. Repeatable to 6 credits. Supervised, structured and focused field training in law enforcement agencies.

CCJS 399 Independent Study in Criminology and Criminal Justice (1-3) Prerequisites: 12 credits in criminology and criminal justice and permission of department. Repeatable to 6 credits. Integrated reading or research under direction and supervision of a faculty member.

CCJS 400 Criminal Courts (3) Prerequisites: CCJS 100 or permission of department; and CCJS 300. Criminal courts in the United States at all levels; judges, prosecutors, defenders, clerks, court administrators; and the nature of their jobs; problems facing courts and prosecutors today and problems of administration; reforms.

CCJS 432 Law of Corrections (3) Prerequisites: CCJS 230 or CCJS 234; and CCJS 105; and CCJS 300. A review of the law of criminal corrections from sentencing to final release or release on parole. Probation, punishments, special treatments for special offenders, parole and pardon, and the prisoner's civil rights are also examined.

CCJS 444 Advanced Law Enforcement Administration (3) Prerequisites: CCJS 340 or permission of department; and CCJS 300. The structuring of manpower, material, and systems to accomplish the major goals of social control. Personnel and systems management. Political controls and limitations on authority and jurisdiction.

CCJS 451 Crime and Delinquency Prevention (3) Prerequisites: CCJS 105 or CCJS 350 or permission of department; and CCJS 300. Methods and programs in prevention of crime and delinquency.

CCJS 452 Treatment of Criminals and Delinquents (3) Prerequisites: CCJS 105 or CCJS 350 or permission of department; and CCJS 300. Processes and methods used to modify criminal and delinquent behavior.

CCJS 453 White Collar and Organized Crime (3) Prerequisites: CCJS 105 or CCJS 350; and CCJS 300. Definition, detection, prosecution, sentencing and impact of white collar and organized crime. Special consideration given to the role of federal law and enforcement practices.

CCJS 454 Contemporary Criminological Theory (3) Prerequisites: CCJS 105; and CCJS 300; and CCJS 350. Brief historical overview of criminological theory up to the 50's. Deviance. Labeling. Typologies. Most recent research in criminological subcultures and middle class delinquency. Recent proposals for "decriminalization".

CCJS 455 Dynamics of Planned Change in Criminal Justice I (3) Prerequisite: CCJS 300 and permission of department. An examination of conceptual and practical issues related to planned change in criminal justice. Emphasis on the development of innovative ideas using a research and development approach to change.

CCJS 456 Dynamics of Planned Change in Criminal Justice II (3) Prerequisite: CCJS 455 or permission of department. An examination of conceptual and practical issues related to planned change in criminal justice. Emphasis on change strategies and tactics which are appropriate for criminal justice personnel in entry level positions.

CCJS 457 Comparative Criminology and Criminal Justice (3) Prerequisites: CCJS 105 or CCJS 350; and CCJS 300. Comparison of law and criminal justice systems in different countries. Special emphasis on the methods of comparative legal analysis, international cooperation in criminal justice, and crime and development.

174 Approved Courses

CMLT 415 The Hebrew Bible (3) A study of sources, development and literary types.

CMLT 461 Romanticism: Early Stages (3) Emphasis on England, France and Germany.

CMLT 462 Romanticism: Flowering and Influence (3) Emphasis on England, France and Germany.

CMLT 469 The Continental Novel (3) The novel in translation from Stendhal through the existentialists, selected from literatures of France, Germany, Italy, Russia, and Spain.

CMLT 479 Major Contemporary Authors (3)

CMLT 488 Genres (3) Repeatable to 6 credits if content differs. A study of a recognized literary form, such as tragedy, film, satire, literary criticism, comedy, tragicomedy, etc.

CMLT 489 Major Writers (3) Each semester two major writers from different cultures and languages will be studied. Authors will be chosen on the basis of significant relationships of cultural and aesthetic contexts, analogies between their respective works, and the importance of each writer to his literary tradition.

CMLT 498 Selected Topics in Comparative Studies (3)

CMPS — Computer, Mathematical and Physical Sciences

CMPS 299 Special Topics (1-3) For CMPS majors only. Repeatable to 3 credits if content differs.

CMPS 498 Special Topics (1-6) Repeatable to 6 credits if content differs. This course is part of the experiential learning internship program, Corporate Scholars, set up by the college and industry. It offers students an opportunity to gain practical experience in their chosen career fields.

CMSC — Computer Science

CMSC 102 Introduction to Information Technology (3) For non-majors only. Not open to students who have completed CMSC 113 or CMSC 214. Credit will be granted for only one of the following: CMSC 102 or CMSC 214 or CMSC 113. If CMSC 102 is taken before (CMSC 214 or CMSC 113), then credit will be granted for both. Computer terminology and concepts. Introduction to database management systems, spreadsheets, and word processors. Introduction to networks and to the Internet in particular. Importing information from network to local application.

CMSC 103 Introduction to Computing (3) Not open to students who have completed CMSC 113 or CMSC 214. Credit will be granted for only one of the following: CMSC 103 or CMSC 214 or CMSC 113. If CMSC 103 is taken before (CMSC 214 or CMSC 113), then credit will be granted for both. An introduction to computing for non-computer science majors. Basic terminology and concepts of computing. Hands-on experience on personal computer with applications software such as word processor, spreadsheet, and database management system. Social issues of computing. (Not applicable to the major requirements in computer science.)

CMSC 104 FORTRAN Programming (4) Three hours of lecture and two hours of laboratory per week. Prerequisite: MATH 110. Not applicable to the major requirements in computer science. Not open to students who have completed CMSC 113 or CMSC 214. Design and analysis of programs in FORTRAN. An introduction to computing, using structured programming concepts.

CMSC 105 Pascal Programming (3) Two hours of lecture and two hours of laboratory per week. Prerequisite: MATH 110. Not applicable to major requirements in computer science. Will not qualify a student to take the CMSC 112 exemption examination. Not open to students who have completed CMSC 113 or CMSC 214. Credit will be granted for only one of the following: CMSC 105, CMSC 112, or CMSC 120. If CMSC 105 is taken before CMSC 112, then credit will be granted for both. Design and analysis of programs in Pascal. An introduction to computer programming, using structured programming concepts.

CMSC 106 Introduction to C Programming (4) Three hours of lecture and two hours of laboratory per week. Pre- and co-requisite: MATH 140. For CMSC majors only. Not open to students who have completed CMSC 114 or higher. Credit will be granted for only one of the following: CMSC 106 or CMSC 113 or CMSC 114. Design and analysis of programs in C. An introduction to computing using structured programming concepts. CMPS and Computer Engineering majors will be given priority for registration until the first day of classes.

CMSC 107 Introduction to the UNIX Operating System (3) Recommended: prior experience with computing. Effective use of UNIX tools for students of all disciplines. UNIX file system;

shell programming; text editing; filters; pipes; macro processing; data analysis; text processing; document maintenance.

CMSC 113 Computer Science II (4) Three hours of lecture and two hours of laboratory per week. Prerequisites: (CMSC 150 and CMSC 112, each with a grade of C or better) or permission of department based on satisfactory performance on the computer science placement exam. Co-requisite: MATH 141. Credit will be granted for only one of the following: CMSC 113 and CMSC 120. A continuation of CMSC 112. Intended for computer science majors.

CMSC 114 Computer Science I (4) Three hours of lecture and two hours of laboratory per week. Prerequisite: CMSC 106 with a grade of C or better; or permission of department based on satisfactory performance on the department's placement exams. Co-requisite: MATH 141. Not open to students who have completed CMSC 214 or higher. Credit will be granted for only one of the following: CMSC 114 or CMSC 113. With CMSC 214, this course forms a one-year sequence for computer science majors. Introduction to UNIX. Procedural and data abstraction using C++. CMPS and Computer Engineering students will be given priority for registration until the first day of classes.

CMSC 150 Introduction to Discrete Structures (4) Three hours of lecture and two hours of discussion/recitation per week. Pre- or co-requisite: MATH 140. Formerly CMSC 250. Fundamental mathematical concepts related to computer science, including finite and infinite sets, relations, functions, and propositional logic. Introduction to other techniques, modeling and solving problems in computer science. Introduction to permutations, combinations, graphs, and trees with selected applications.

CMSC 214 Computer Science II (4) Three hours of lecture and two hours of laboratory per week. Prerequisites: CMSC 114 with a grade of C or better; or a score of 4 or 5 on either the A or the AB C++ AP exam; or permission of department based on satisfactory performance on the department placement exam. Co-requisite: CMSC 250. Credit will be granted for only one of the following: CMSC 214 or CMSC 113. Elementary data structures, recursion, and object-oriented programming using C++.

CMSC 250 Discrete Structures (3) Prerequisite: MATH 141. Formerly CMSC 150. Fundamental mathematical concepts related to computer science, including finite and infinite sets, relations, functions, and propositional logic. Introduction to other techniques, modeling and solving problems in computer science. Introduction to permutations, combinations, graphs, and trees with selected applications.

CMSC 251 Algorithms (3) Prerequisites: CMSC 214 with a grade of C or better and CMSC 250 with a grade of C or better. A systematic study of the complexity of some elementary algorithms related to sorting, graphs and trees, and combinatorics. Algorithms are analyzed using mathematical techniques to solve recurrences and summations.

CMSC 297 Honors Seminar (1) An introduction to the breadth of computer science research. Intended for all Computer Science Honors students, especially those considering a career in research. Will cover work from some of the key figures in the history of computer science, as well as research being pursued at Maryland.

CMSC 306 C++ and Elementary Data Structures (4) Three hours of lecture and two hours of laboratory per week. Prerequisite: CMSC 106. Credit will be granted for only one of the following: CMSC 113 or CMSC 306. An introduction to object-oriented programming using C++. Recursion, pointers, elementary data structures including linked lists and trees. Data abstraction, inheritance. Not applicable to the major requirements in computer science.

CMSC 307 Internet and Other Networks (3) Prerequisite: CMSC 107. An introduction to types of networks for computers and to the utilities available on the Internet. Not applicable to major requirements in computer science.

CMSC 311 Computer Organization (3) Prerequisite: permission of department. Introduction to assembly language. Design of digital logic circuits. Organization of central processors, including instruction sets, register transfer operations, control micro-programming, data representation, and arithmetic algorithms. Memory and input/output organization.

CMSC 330 Organization of Programming Languages (3) Two hours of lecture and two hours of laboratory per week. Prerequisite: CMSC 214 with a grade of C or better. The semantics of programming languages and their run-time organization. Several different models of languages are discussed, including procedural (e.g., C, Pascal), functional (e.g., ML, LISP), rule-based (e.g., Prolog), and object-oriented (e.g., C++, Smalltalk). Run-time structures, including dynamic versus static scope rules, storage for strings, arrays, records, and object inheritance are explored.

CMSC 390 Honors Paper (3) Prerequisite: admission to CMSC Honors Program. Special study or research directed toward preparation of honors paper.

CMSC 400 Introduction to Computer Systems and Software (3) Prerequisite: MATH 141 and experience with a high-level programming language and (graduate standing or permission of department). Assembly language and instruction execution for Von Neumann Architectures. Records, arrays, pointers, parameters, and recursive procedures. I/O structures and interrupt handling. Finite state automata. Course is intended primarily for graduate students in other disciplines. CMSC 400 may not be counted for credit in the graduate or undergraduate program in computer science.

CMSC 411 Computer Systems Architecture (3) Prerequisites: a grade of C or better in CMSC 311 and CMSC 330; or CMSC 400; and permission of department; or CMSC graduate student. Input/output processors and techniques. Intra-system communication, buses, caches. Addressing and memory hierarchies. Microprogramming, parallelism, and pipelining.

CMSC 412 Operating Systems (4) Three hours of lecture and two hours of laboratory per week. Prerequisites: A grade of C or better in (CMSC 311 or ENEE 350) and a grade of C or better in CMSC 330; and permission of department; or CMSC graduate student. An introduction to batch systems, spooling systems, and third-generation multiprogramming systems. Description of the parts of an operating system in terms of function, structure, and implementation. Basic resource allocation policies.

CMSC 414 Computer and Network Security (3) Prerequisites: CMSC 417 and permission of department; or CMSC graduate student. An introduction to the topic of security in the context of computer systems and networks. Identify, analyze, and solve network-related security problems in computer systems. Fundamentals of number theory, authentication, and encryption technologies, as well as the practical problems that have to be solved in order to make those technologies workable in a networked environment, particularly in the wide-area Internet environment.

CMSC 415 Systems Programming (3) Prerequisites: CMSC 412 with a grade of C or better; and permission of department; or CMSC graduate student. Basic algorithms of operating system software. Memory management using linkage editors and loaders, dynamic relocation with base registers, paging. File systems and input/output control. Processor allocation for multiprogramming, timesharing. Emphasis on practical systems programming, including projects such as a simple linkage editor, a stand-alone executive, a file system, etc.

CMSC 417 Computer Networks (3) Prerequisites: a grade of C or better in CMSC 311 and a grade of C or better in CMSC 330. Computer networks and architectures. The OSI model including discussion and examples of various network layers. A general introduction to existing network protocols. Communication protocol specification, analysis, and testing.

CMSC 420 Data Structures (3) Prerequisites: a grade of C or better in CMSC 330; and permission of department; or CMSC graduate student. Description, properties, and storage allocation of data structures including lists and trees. Algorithms for manipulating structures. Applications from areas such as data processing, information retrieval, symbol manipulation, and operating systems.

CMSC 421 Introduction to Artificial Intelligence (3) Prerequisites: (a grade of C or better in CMSC 251, and a grade of C or better in CMSC 330) or a grade of C or better in CMSC 420. Areas and issues in artificial intelligence, including search, inference, knowledge representation, learning, vision, natural languages, expert systems, robotics. Implementation and application of programming languages (e.g. LISP, PROLOG, SMALLTALK), programming techniques (e.g. pattern matching, discrimination networks) and control structures (e.g. agendas, data dependencies).

CMSC 422 Programming Robots (3) Two hours of lecture and two hours of laboratory per week. Prerequisites: (CMSC 113 or CMSC 214) with a grade of C or better and permission of department. An examination of programming issues involved in creating autonomous robots, which can interact with their environments in "intelligent" ways. Topics include traditional robotics, behavior-based robotics, sensor processing, sensor-based control, programming robotic behaviors. Team programming project. Note: Not for credit in graduate program for computer science.

CMSC 424 Database Design (3) Prerequisite: CMSC 420 with a grade of C or better; and permission of department; or CMSC graduate student. Motivation for the database approach as a mechanism for modeling the real world. Review of the three popular data models: relational, network, and hierarchical. Comparison of permissible structures, integrity constraints, storage strategies, and query facilities. Theory of database design logic.

CMSC 426 Image Processing (3) Prerequisite: CMSC 420 and permission of department; or CMSC graduate student. An introduction to basic techniques of analysis and manipulation of pictorial data by computer. Image input/output devices, image processing software, enhancement, segmentation, property measurement, Fourier analysis. Computer encoding, processing, and analysis of curves.

CMSC 427 Computer Graphics (3) Prerequisites: MATH 240; and a grade of C or better in CMSC 420. An introduction to the principles of computer graphics. Includes an introduction to graphics displays and systems. Introduction to the mathematics of affine and projective transformations, perspective, curve and surface modeling, algorithms for hidden-surface removal, color models, methods for modeling illumination, shading, and reflection.

CMSC 430 Theory of Language Translation (3) Prerequisites: a grade of C or better in CMSC 330; and permission of department; or CMSC graduate student. Formal translation of programming languages, program syntax and semantics. Finite state recognizers and regular grammars. Context-free parsing techniques such as recursive descent, precedence, LL(k) and LR(k). Code generation, improvement, syntax-directed translation schema.

CMSC 433 Programming Language Technologies and Paradigms (3) Prerequisite: CMSC 330. Programming language technologies (e.g., object-oriented programming), their implementations and use in software design and implementation.

CMSC 434 Human Factors in Computer and Information Systems (3) Prerequisites: CMSC 330 with a grade of C or better and PSYC 100 and STAT 400 and permission of department; or CMSC graduate student. Human factors issues in the development of software, the use of database systems, and the design of interactive systems. Science base (theories, models, usability studies, and controlled experimentation), and software engineering with user interface development environments. Issues include: programming and command languages; menus, forms, and direct manipulation; graphical user interfaces, computer-supported cooperative work, information search and visualization; input/output devices; and display design.

CMSC 435 Software Engineering (3) Prerequisites: CMSC 420 with a grade of C or better and permission of department; or CMSC graduate student. State-of-the-art techniques in software design and development. Laboratory experience in applying the techniques covered. Structured design, structured programming, top-down design and development, segmentation and modularization techniques, iterative enhancement, design and code inspection techniques, correctness, and chief-programmer teams. The development of a large software project.

CMSC 450 Logic for Computer Science (3) Prerequisites: (CMSC 251 and MATH 141) with grade of C or better and permission of department; or CMSC graduate student. Also offered as MATH 450. Credit will be granted for only one of the following: MATH 445 or CMSC 450/MATH 450. Elementary development of propositional and first-order logic accessible to the advanced undergraduate computer science student, including the resolution method in propositional logic and Herbrand's Unsatisfiability Theorem in first-order logic. Included are the concepts of truth, interpretation, validity, provability, soundness, completeness, incompleteness, decidability and semi-decidability.

CMSC 451 Design and Analysis of Computer Algorithms (3) Prerequisites: a grade of C or better in CMSC 214; a grade of C or better in CMSC 251; and permission of department. Fundamental techniques for designing efficient computer algorithms, proving their correctness, and analyzing their complexity. General topics include sorting, selection, graph algorithms, and basic algorithm design paradigms (such as divide-and-conquer, dynamic programming and greedy algorithms), lower bounds and NP-completeness.

CMSC 452 Elementary Theory of Computation (3) Prerequisites: CMSC 214 with a grade of C or better and CMSC 251 with a grade of C or better. Alternative theoretical models of computation, types of automata, and their relations to formal grammars and languages.

CMSC 456 Cryptology (3) Prerequisite: Two 400-level MATH courses or two 400-level CMSC courses or permission of department. Also offered as MATH 456. Credit will be granted for only one of the following: CMSC 456 or MATH 456. Importance in protecting data in communications between computers. The subject lies on the border between mathematics and computer science. Mathematical topics include number theory and probability, and computer science topics include complexity theory.

CMSC 460 Computational Methods (3) Prerequisites: MATH 240 and MATH 241 and CMSC 105 or CMSC 106 or CMSC 114 or ENEE 114 or permission of instructor. Also offered as MAPL 460. Credit will be granted for only one of the following: CMSC/MAPL 460 or CMSC/MAPL 466. Basic computational methods for interpolation, least squares, approximation, numerical quadrature, numerical solution of polynomial and transcendental equations, systems of linear equations and initial value problems for ordinary differential equations. Emphasis on methods and their computational properties rather than their analytic aspects. Intended primarily for students in the physical and engineering sciences.

CMSC 466 Introduction to Numerical Analysis I (3) Prerequisites: MATH 240 and MATH 241 and CMSC 105 or CMSC 106 or CMSC 114 or ENEE 114 or permission of instructor. Also offered as MAPL 466. Credit will be granted for only one of the following: CMSC/MAPL 460 or CMSC/MAPL 466. Floating point computations, direct methods for linear systems, interpolation, solution of nonlinear equations.

CMSC 467 Introduction to Numerical Analysis II (3) Prerequisite: MAPL/CMSC 466 with a grade of C or better; and permission of department; or CMSC graduate student. Also offered as MAPL 467. Credit will be granted for only one of the following: CMSC 467 or MAPL 467. Advanced interpolation, linear least squares, eigenvalue problems, ordinary differential equations, fast Fourier transforms.

CMSC 475 Combinatorics and Graph Theory (3) Prerequisites: MATH 240 and MATH 241; and permission of department; or CMSC graduate student. Also offered as MATH 475. General enumeration methods, difference equations, generating functions. Elements of graph theory, matrix representations of graphs, applications of graph theory to transport networks, matching theory and graphical algorithms.

CMSC 477 Optimization (3) Prerequisites: (CMSC/MAPL 460, or CMSC/MAPL 466, or CMSC/MAPL 467) with a grade of C or better and permission of department; or CMSC graduate student. Also offered as MAPL 477. Credit will be granted for only one of the following: CMSC 477 or MAPL 477. Linear programming including the simplex algorithm and dual linear programs; convex sets and elements of convex programming; combinatorial optimization, integer programming.

CMSC 498 Special Problems in Computer Science (1-3) Prerequisite: permission of department. An individualized course designed to allow a student or students to pursue a specialized topic or project under the supervision of the senior staff. Credit according to work done.

COMM — Communication

COMM 100 Foundations of Oral Communication (3) Not open to students who have completed COMM 107 or SPCH 107. Credit will be granted for only one of the following: COMM 100 or COMM 107 or SPCH 100 or SPCH 107. Formerly SPCH 100. Prerequisite for advanced communication courses. A study of oral communication principles, including verbal and nonverbal language, listening, group dynamics, and public speaking. Emphasis in this course is upon the application of these principles to contemporary problems and upon the preparation of different types of oral discourse.

COMM 107 Oral Communication: Principles and Practices (3) Not open to students who have completed COMM 100 or SPCH 100. Credit will be granted for only one of the following: COMM 100 or COMM 107 or SPCH 100 or SPCH 107. Formerly SPCH 107. A study of and practice in oral communication, including principles of interviewing, group discussion, listening, informative briefings, and persuasive speeches.

COMM 125 Introduction to Interpersonal Communication (3) Formerly SPCH 125. Concepts of interpersonal communication including perception, language and meaning, nonverbal communication, listening and feedback.

COMM 170 Foundations of Listening (3) Formerly SPCH 170. Role, process, and levels of listening behavior and the development of listening skills.

COMM 200 Advanced Public Speaking (3) Formerly SPCH 200. Rhetorical principles and models of speech composition in conjunction with the preparation and presentation of specific forms of public speaking.

COMM 220 Small Group Discussion (3) Formerly SPCH 220. Principles, methods and types of interaction occurring in small groups with an emphasis on group discussion and decision-making.

COMM 230 Argumentation and Debate (3) Formerly SPCH 230. A study of the fundamental principles of reasoning, analysis, and evidence preparation of debate briefs and presentation of standard academic debate.

COMM 250 Introduction to Communication Inquiry (3) Formerly SPCH 250. An introduction to the field of communication. Definitions, models, and contexts of communication; rhetorical theory and rhetorical criticism of discourse.

COMM 324 Communication and Gender (3) Formerly SPCH 324. The creation of images of male and female, and masculine and feminine, through communication, the differences in male and female communication behaviors and styles, and the implications of those images and styles for male-female transactions.

COMM 330 Argumentation and Public Policy (3) Formerly SPCH 330. Contemporary theories of argumentation with special emphasis on methods of formulating and critiquing public policy argument.

COMM 340 Communicating the Narrative (3) Formerly SPCH 340. The role of narratives in communicating messages and development of strategies to effectively communicate the narrative form through storytelling, oral reading, and anecdotes.

COMM 350 Public Relations Theory (3) Prerequisite: Grade C or better in Jour 201 or COMM 250; or permission of department. Not open to students who have completed JOUR 330. Credit will be granted for only one of the following: COMM 350 or COMM 430 or JOUR 330 or JOUR 530. Formerly JOUR 330. The historical development and contemporary status of public relations in business, government, associations and other organizations. Application of communication theory and social science methods to the research, planning, communication and evaluation aspects of the public relations process.

COMM 351 Public Relations Techniques (3) Prerequisite: COMM 350 and grade C or better in JOUR 202. Not open to students who have completed JOUR 331. Credit will be granted for only one of the following: COMM 351 or JOUR 331. Formerly JOUR 331. The techniques of public relations, including news releases, publications and printed materials, audio-visual techniques, speeches and special events. Application of these techniques in laboratory and field projects.

COMM 352 Specialized Writing in Public Relations (3) Prerequisite: COMM 351. Not open to students who have completed JOUR 332. Credit will be granted for only one of the following: COMM 352 or JOUR 332. Formerly JOUR 332. Public Relations writing for science, technology, health, medicine, corporate finance, educational policy, law and government in broadcast and technical media, as well as newspapers, magazines, proposals, speeches and correspondence.

COMM 354 Public Relations Programs (3) Prerequisite: COMM 350. Not open to students who have completed JOUR 334. Credit will be granted for only one of the following: COMM 354 or JOUR 334. Formerly JOUR 334. Analysis of eight major programs typically carried out by public relations professionals: employee relations, media relations, financial relations, member relations, governmental relations, community relations, fundraising and dealing with activist public.

COMM 360 The Rhetoric of Black America (3) Formerly SPCH 360. An historical-critical survey of the rhetoric of Black Americans from the colonial period to the present.

COMM 370 Mediated Communication (3) Prerequisite: COMM 250. Junior standing. Analysis and critique of structure, performance, content, effects, and future of mediated communication.

COMM 383 Urban Communication (3) Formerly SPCH 383. A study of communication variations in the urban setting with emphasis on communication problems encountered in ethnic relations. Strategies for improving communication.

COMM 388 Communication Practicum (1-3)

COMM 398 Selected Topics in Communication (3) Repeatable to 6 credits if content differs. Formerly SPCH 398. Topical study of contemporary issues in speech communication.

COMM 399 Honors Thesis (3) Nine hours of laboratory per week. Prerequisite: permission of department. For COMM majors only. Repeatable to 6 credits if content differs. Formerly SPCH 399.

COMM 400 Research Methods in Communication (3) Prerequisite: COMM 250 and an introductory course in statistics. Formerly SPCH 400. Philosophy of scientific method; role of theory; research ethics; empirical research methods (measurement, sampling, design, analysis).

COMM 401 Interpreting Strategic Discourse (3) Formerly SPCH 401. Principles and approaches for practical analysis of discourse designed to shape audience opinion.

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COMM 402 Communication Theory and Process (3)
Recommended: COMM 250. Formerly SPCH 402. Philosophical and conceptual analysis of communication theories.

COMM 420 Theories of Group Discussion (3) Formerly SPCH 420. Current theory, research and techniques regarding small group process. Group dynamics, leadership and decision-making.

COMM 422 Communication Management (3) Formerly SPCH 422. Communication policies, plans, channels, and practices in the management of the communication function in organizations.

COMM 423 Communication Processes in Conferences (3) Formerly SPCH 423. Group participation in conferences, methods of problem solving, semantic aspects of language, and the function of conferences in business, industry and government settings.

COMM 424 Communication in Complex Organizations (3) Formerly SPCH 424. Structure and function of communication within organizations: organizational climate and culture, information flow, networks and role relationships.

COMM 425 Negotiation and Conflict Management (3) Formerly SPCH 425. Role of communication in shaping negotiation and conflict processes and outcomes.

COMM 426 Conflict Management (3) Recommended: COMM 425, COMM 250, and COMM 402. Formerly SPCH 426. Role of communication in managing conflict processes.

COMM 430 Public Relations Theory and Techniques (3)
Prerequisite: JOUR 201 or equivalent; and permission of department. Not open to students who have completed COMM 350. Credit will be granted for only one of the following: COMM 350, COMM 430, COMM 630, JOUR 530 and JOUR 630. Formerly JOUR 530. Theories relevant to the strategic management of public relations and techniques used in programs to communicate with publics of organizations

COMM 435 Theories of Interpersonal Communication (3)
Prerequisite: COMM 400 or permission of department. Formerly SPCH 435. Major theoretical approaches and research trends in the study of interpersonal communication.

COMM 450 Classical and Medieval Rhetorical Theory (3)
Credit will be granted for only one of the following: COMM 450, SPCH 450, COMM 650 or SPCH 650. Formerly SPCH 450. A survey of rhetorical theory in the classical and medieval periods. Emphasis is placed on the nature of rhetoric per se and the theoretical problems which gave rise to its development within both periods. Authors include Isocrates, Plato, Aristotle, Cicero, Quintilian, Hermogenes, Martianus Capella, Alberici of Monte Cassino, Geoffrey of Vinsauf and Robert of Basevorn.

COMM 451 Renaissance & Modern Rhetoric Theory (3)
Formerly: SPCH 451/COMM 651. Formerly SPCH 451. A survey of rhetorical theory in the renaissance and modern periods. Emphasis is placed on the theoretical trends that dominate rhetorical thinking during both periods—especially in Great Britain. Authors include Wilson, Sherry, Rainolds, Day, Hyperius, Cox, Ramus, Talon, Bacon, Pascal, Fenelon, Sheridan, Campbell, Blair, and Whately.

COMM 453 The Power of Discourse in American Life (3) Formerly SPCH 453. The potential of language forms and strategic discourse to create, perpetuate, and alter patterns of political and cultural behavior. The influence of contemporary political and cultural discourse on public understanding, public policy, and day-to-day life.

COMM 455 Speechwriting (3) Formerly SPCH 455. The study of message strategies in order to research and develop effective speech texts appropriate to speakers and their audiences in various public contexts.

COMM 460 Public Life in American Communities, 1634-1900 (3) Formerly SPCH 460. Ways that Americans have used their voice to create public life. Focus is on the diverse social communities that have characterized American life and the place and characteristics of oral discourse in each.

COMM 461 Voices of Public Leadership in the Twentieth Century (3) Formerly SPCH 461. Study of the use of speaking in the power struggles of the twentieth century. Focus is on important speakers of the century, their social and policy influence, and the struggle to expand the diversity of voices with power in the public sphere.

COMM 468 Seminar in Mediated Communication (3)
Prerequisites: COMM 350 or COMM 402 or COMM 450. Junior standing. Repeatable to 6 credits if content differs. The examination of special topics related to the study of communication theories and mediated communication.

COMM 469 The Discourse of Social Movements (3)
Recommended: COMM 401. Junior standing. Repeatable to 6 credits if content differs. Formerly SPCH 469. Study of key social movements that have influenced American social and political life. In alternate years the Civil Rights Movement and the Rhetoric of Women's Suffrage and Abolitionism. Consideration of how groups excluded from or marginalized in American political life affect social change.

COMM 470 Listening (3) Formerly SPCH 470. The principles of listening behavior.

COMM 471 Public Communication Campaigns (3)
Prerequisite: COMM 200 or permission of department. Formerly SPCH 471. Diffusion theory and its implications for public communication campaigns.

COMM 472 Nonverbal Communication (3) Formerly SPCH 472. Nonverbal communication in human interaction theory and research on proxemics, kinesics and paralanguage as expression of relationship, affect and orientation within and across cultures.

COMM 475 Persuasion (3) Formerly SPCH 475. Bases of persuasion, with emphasis on recent experimental developments in persuasion.

COMM 476 Language, Communication, and Action (3) Formerly SPCH 476. The nature of communication as symbolic action. Topics include language, meaning, intention, understanding, and consequences of communication.

COMM 477 Discourse Analysis (3) Formerly SPCH 477. Concepts of textual and discourse analysis applied to speech situations.

COMM 478 Communication Colloquium (1) Repeatable to 4 credits if content differs. Formerly SPCH 478. Current trends and issues in the field of communication, stressing recent research methods. Recommended for senior and graduate student majors and minors in communication.

COMM 482 Intercultural Communication (3) Formerly SPCH 482. The major variables of communication in an intercultural context: cultural, racial and national differences; stereotypes; values; cultural assumptions; verbal and nonverbal channels.

COMM 483 Senior Seminar in Public Relations (3)
Prerequisite: COMM 351 and COMM 400. Not open to students who have completed JOUR 483. Credit will be granted for only one of the following: COMM 483 or JOUR 483. Formerly JOUR 483. Integration of theory, techniques and research methods into the planning and execution of public relations campaigns for specific organizations. Analysis of research on the case studies of public relations.

COMM 488 Communication Portfolio Project (1) Senior standing. For COMM majors only. Repeatable to 3 credits if content differs. Formerly SPCH 488. Preparation of the professional communication portfolio.

COMM 489 Topical Research (1-3) Prerequisite: permission of department. Repeatable to 6 credits if content differs. Formerly SPCH 489. Individualized research projects conducted with a faculty sponsor.

COMM 498 Seminar (3) Prerequisite: permission of instructor. Senior standing. Formerly SPCH 498. Present-day communication research.

COOP — Cooperative Education Program

COOP 098 Summer Co-Op Work Experience Prerequisites: satisfactory completion of 36 credits; and permission of the Program Director for Experiential Learning. Practical, full-time, or part-time work experience in either private or government agencies which supplements and enhances the theories, principles, and practices in the normal education program. Students must register for COOP 098 if they are working during a summer semester.

CPSP — College Park Scholars Program

CPSP 118 College Park Scholars Colloquium I (1-3)
Prerequisite: admission to College Park Scholars Program. Introductory colloquium for specific College Park Scholars Program.

CPSP 120 Issues in Child Advocacy (3) Prerequisite: admission to College Park Scholars Advocates for Children Program. Development of effective advocates for children through the integration of public policy making, grassroots organizing, public and media relations, research and technology strategies.

CPSP 123 Issues in Environmental Studies (3) Prerequisite: admission to College Park Scholars Environmental Studies Program. Development of understanding of environmental issues and their complexity. Identification of issues; analysis of

conflicting arguments; examination of tools used by different disciplines to aid in decision-making in context of current environmental controversies.

CPSP 124 Issues in International Studies (3) Prerequisite: admission to College Park Scholars International Studies Program. Introduction to the study of international relations by providing students with framework to understand forces which shape the behavior of nation-states and contribute to international conflict and cooperation.

CPSP 126 Issues in Public Leadership (3) Prerequisite: admission to College Park Scholars Public Leadership Program. Development of effective leaders and change agents through analysis and application of leadership theories and definitions, personal leadership, tasks and processes of leadership, leader/follower interactions, group dynamics, and transformation of communities.

CPSP 218 College Park Scholars Colloquium II (1-3)
Prerequisite: admission to College Park Scholars Program. Colloquium for specific College Park Scholars Program.

CPSP 318 College Park Scholars Colloquium III (1-3)
Prerequisite: admission to College Park Scholars Program. Colloquium for specific College Park Scholars Program.

CPSP 386 Experiential Learning (3-6)

DANC — Dance

DANC 102 Rhythmic Training for Dance (2) Basic approaches to rhythmic principles related to dance.

DANC 109 Improvisation I (2) Repeatable to 4 credits. An introduction to the process of spontaneous movement discovery involving solo and group movement experiences.

DANC 118 Beginning Tap (2) One hour of lecture and two hours of laboratory per week. Repeatable to 4 credits. Introduction to tap for the beginning student.

DANC 119 Introduction to American Social Dance (2) One hour of lecture and two hours of laboratory per week. Repeatable to 4 credits. Social dance forms of North America.

DANC 128 Fundamentals of Ballet (2) One hour of lecture and two hours of laboratory per week. For non-majors only. Repeatable to 4 credits. Introduction to ballet technique and terminology for the beginning student.

DANC 138 Introduction to Ethnic Dance (2) Repeatable to 4 credits with permission of department. Traditional dances and music of selected cultures.

DANC 148 Fundamentals of Modern Dance (2) One hour of lecture and two hours of laboratory per week. For non-majors only. Repeatable to 4 credits. Introduction to modern dance with emphasis on the development of fundamental movement skills.

DANC 158 Fundamentals of Jazz (2) One hour of lecture and two hours of laboratory per week. For non-majors only. Repeatable to 4 credits. Introduction to the jazz style in dance for the beginning student.

DANC 171 Movement Integration (2) One hour of lecture and two hours of laboratory per week. Techniques for reducing tension and achieving integrated muscular control and coordination.

DANC 199 Practicum in Choreography, Production and Performance I (1-3) Prerequisite: permission of department. Repeatable to 6 credits. Choreography, production, and performance of student works, both on and off campus.

DANC 200 Introduction to Dance (3) A study of dance as a form of communication and as an art form; a survey of the theories and styles of dance, and their relationships to other art forms.

DANC 208 Choreography I (3) Prerequisites: DANC 102 and DANC 109. Repeatable to 6 credits. Basic principles of dance composition: space, time, dynamics, and movement invention. The development of critical awareness.

DANC 210 Dance Production (3) A survey of theatre crafts and techniques involved in dance production, including lighting, sound, set and costume design and construction, stage-management and videotaping.

DANC 228 Ballet I (2) One hour of lecture and two hours of laboratory per week. Prerequisite: DANC 128 or dance major standing. Repeatable to 4 credits. Barre and center work for alignment, strength, flexibility and coordination. Introduction to ballet terminology.

DANC 229 Ballet II (2) One hour of lecture and two hours of laboratory per week. Prerequisite: DANC 228 or audition. Repeatable to 4 credits. Continuation of DANC 228.

DANC 248 Modern Dance I (3) Two hours of lecture and two hours of laboratory per week. Prerequisite: DANC 148 or dance major standing. Repeatable to 6 credits. Body alignment, rhythm, dynamics, space and dance phrases.

DANC 249 Modern Dance II (3) Two hours of lecture and two hours of laboratory per week. Prerequisite: DANC 248 or audition. Repeatable to 6 credits. Continuation of DANC 248.

DANC 258 Jazz I (2) One hour of lecture and two hours of laboratory per week. Prerequisite: DANC 158 or dance major standing. Repeatable to 4 credits. Jazz warm-ups and combinations emphasizing rhythm and movement isolations.

DANC 259 Jazz II (2) One hour of lecture and two hours of laboratory per week. Prerequisite: DANC 258. Repeatable to 4 credits. Continuation of the principles of Jazz I. Emphasis on style and execution of movement.

DANC 299 Practicum in Choreography, Production and Performance II (1-3) Prerequisite: DANC 199 or permission of department. Repeatable to 6 credits. Continuation of DANC 199.

DANC 302 Music Sources for Dance (3) Prerequisite: DANC 102 or permission of department. Study of musical literature, improvisation and composition as they relate to dance. Techniques of instrumental accompaniment.

DANC 305 Principles of Teaching Dance (3) Prerequisites: DANC 102, DANC 208, and DANC 248. Theory and practice of dance instruction including methods, lesson plans and practice teaching.

DANC 306 Creative Dance for Children (3) Prerequisite: DANC 305 or equivalent. Communication of the essential elements of dance to children. The development of movement into simple forms to serve as a symbol of creative individual expression.

DANC 308 Choreography II (3) Prerequisite: DANC 208. Repeatable to 6 credits. Exploration of the formal elements of choreography; theme, development, repetition, contrast, transition, continuity and structure.

DANC 309 Improvisation II (2) Prerequisite: DANC 109 or audition. Repeatable to 4 credits. Continuation of DANC 109.

DANC 310 Dance Lighting (3) Prerequisite: DANC 210. Two lectures and two laboratory periods per week. Theory and practice of stage lighting with specific reference to designing for dance.

DANC 328 Ballet III (2) Prerequisite: DANC 229 or audition. Repeatable to 4 credits. Execution of the vocabulary of ballet movement with technical accuracy.

DANC 329 Ballet IV (2) Prerequisite: DANC 328 or audition. Repeatable to 4 credits. Continuation of DANC 328.

DANC 348 Modern Dance III (3) Two hours of lecture and two hours of laboratory per week. Prerequisite: DANC 249 or audition. Repeatable to 6 credits. The body as an instrument of expression; techniques for increasing kinesthetic sensitivity.

DANC 349 Modern Dance IV (3) Two hours of lecture and two hours of laboratory per week. Prerequisite: DANC 348 or audition. Repeatable to 6 credits. Continuation of DANC 348.

DANC 365 Labanotation (3) Prerequisites: DANC 102 and DANC 248. Formerly DANC 266. Introduction to Rudolf Laban's system of structural movement analysis.

DANC 367 Dance in World Cultures (3) An examination of non-Western dance forms, including classical, ceremonial, and folk-traditional in their historical and societal contexts.

DANC 370 Kinesiology for Dancers (4) A study of the biological and physical principles of movement and the effects of dancing upon the structure and function of the human body.

DANC 379 Practicum in Dance (1-3) Repeatable to 12 credits. Performing experience for the student dancer who has developed a professional level of competence.

DANC 388 Choreography III (3) Prerequisite: DANC 308 or equivalent. Repeatable to 6 credits. Theoretical and creative aspects of choreography for small groups. Emphasis on individual projects.

DANC 398 Directed Studies in Dance (1-6) Prerequisite: permission of department. Repeatable to 6 credits.

DANC 399 Practicum in Choreography, Production and Performance III (1-3) Prerequisite: DANC 299 or permission of department. Repeatable to 6 credits. Continuation of DANC 299.

DANC 410 Technical Theater Production for Dance (3) Two hours of lecture and two hours of laboratory per week. Prerequisite: DANC 210 or equivalent (or permission of

department). A study of the theoretical principles of production and the practical application of those principles to the presentation of dance works.

DANC 411 Dance Management and Administration (3) Principles of dance management and administration, including organization of touring, bookings, budgets, public relations, grantsmanship and audience development.

DANC 428 Advanced Ballet Technique I (1) Two hours of laboratory per week. Prerequisite: DANC 329 or audition. Repeatable to 3 credits. Advanced ballet technique with emphasis on physical and expressive skills.

DANC 429 Advanced Ballet Technique II (1) Two hours of laboratory per week. Prerequisite: DANC 428. Repeatable to 3 credits. Intensive work in ballet technique for the professionally-oriented dancer.

DANC 448 Modern Dance V (3) Two hours of lecture and two hours of laboratory per week. Prerequisite: DANC 349 or audition. Repeatable to 6 credits. Complex phrases of modern dance movement with emphasis on articulation and expression.

DANC 449 Modern Dance VI (3) Two hours of lecture and two hours of laboratory per week. Prerequisite: DANC 448 or audition. Repeatable to 6 credits. Continuation of DANC 448.

DANC 466 Laban Movement Analysis (3) Introduction to Rudolf Laban's system of qualitative movement analysis in relation to understanding personal movement style. Application to dance performance, teaching, composition and research.

DANC 468 Modern Repertory (3) Prerequisite: DANC 349 or permission of department. Repeatable to 6 credits if content differs. Form, content, music, design and performance of modern dance works.

DANC 471 Movement Behavior (3) The social psychology of movement; reciprocity of physical and emotional behavior.

DANC 479 Advanced Practicum in Dance (1-3) Repeatable to 6 credits. Advanced level performing experience for the student dancer who has developed an advanced professional level of competence.

DANC 482 History of Dance I (3) Prerequisite: DANC 200. The development of dance from primitive times to the Middle Ages and the relationship of dance forms to patterns of culture.

DANC 483 History of Dance II (3) Prerequisite: DANC 200. The development of dance from the Renaissance period to the present time and the relationship of dance forms to patterns of culture.

DANC 485 Seminar in Dance (3) Prerequisite: DANC 483. Senior standing. For DANC majors only. Formerly DANC 484. Individual research leading to a presentation with written documentation of the process, serving as a culmination of undergraduate study for dance majors.

DANC 489 Special Topics in Dance (1-3) Prerequisite: permission of department. Repeatable to 6 credits if content differs. Theoretical, choreographic, pedagogic, or performance study.

DANC 499 Practicum in Choreography, Production and Performance IV (1-6) Prerequisite: permission of department. Repeatable to 6 credits. Advanced workshop in dance presentation, including performing, production and planned field experiences.

EALL — East Asian Languages and Literatures

EALL 300 The Languages of East Asia (3) A survey of Chinese, Japanese, and Korean, and the languages of other East Asian nationalities. Provides a basic understanding of the structures of these languages. Topics covered include the characterizing features; the relationships of the languages to each other; the geographical, social, and historical settings. No knowledge of Asian languages is required. The course is taught in English.

ECON — Economics

ECON 105 Economics of Social Problems (3) Not open to students who have completed two of the following courses: ECON 201, or ECON 203, or ECON 205. An introduction to modern economic and social problems: their nature, causes, and policy implications.

ECON 200 Principles of Micro-Economics (4) Prerequisite: MATH 110 or placement in MATH 115 or above. It is recommended that students complete ECON 200 before taking ECON 201. Credit will be granted for only one of the following: ECON 200 or ECON 203. Formerly ECON 203. This course emphasizes the behavior of individual consumers and business firms, problems of international trade and finance, the

distribution of income, policies for eliminating poverty and discrimination, the problems of environmental pollution, and the impact of different market structures upon economic activity.

ECON 201 Principles of Macro-Economics (4) Prerequisite: MATH 110 or placement in MATH 115 or above. It is recommended that students complete ECON 200 before taking ECON 201. Credit will be granted for only one of the following: ECON 201 or ECON 205. An introduction to the problems of unemployment, inflation, and economic growth. Emphasis on roles of monetary and fiscal policy in the conduct of macroeconomic policy. The efficacy of wage and price controls is analyzed.

ECON 205 Fundamentals of Economics (3) Prerequisite: MATH 110 or placement in MATH 115 or above. Students in the College of Business and Management are required to take ECON 201 and should not take ECON 205. Not open to students who have completed ECON 201. Credit will be granted for only one of the following: ECON 201 or ECON 205. A one-semester introduction, for non-majors, to the principles of economics and their applications to the leading economic problems of society including: inflation, unemployment, poverty, urban renewal, income inequality, monopoly and market performance, environmental protection, and international trade.

ECON 305 Intermediate Macroeconomic Theory and Policy (3) Prerequisites: ECON 200; and ECON 201; and MATH 220. Analysis of the determination of national income, employment, and price levels. Discussion of consumption, investment, inflation, and government fiscal and monetary policy.

ECON 306 Intermediate Microeconomic Theory (3) Prerequisites: ECON 200; and ECON 201; and MATH 220. Formerly ECON 403. Analysis of the theories of consumer behavior and of the firm, market systems, distribution theory and the role of externalities.

ECON 310 European Economic History (3) Prerequisite: ECON 200 and 201. The evolution of the capitalist system from its medieval origins to the present. Emphasis on dynamic forces of cumulative change in capitalism, including capital accumulation, technology, expansion of markets, the corporate form of private property in the means of production, and the relation of capitalism to war and revolution.

ECON 311 American Economic Development (3) Prerequisites: (ECON 200 and ECON 201) or ECON 205. An analysis of the major issues in the growth and development of the American economy. Basic economic theory related to such topics as agriculture, banking, industrialization, slavery, transportation, and the depression of the 1930's.

ECON 315 Economic Development of Underdeveloped Areas (3) Prerequisites: (ECON 200 and ECON 201) or ECON 205. Credit will be granted for only one of the following: ECON 315 or ECON 416. Analysis of the economic and social characteristics of underdeveloped areas. Recent theories of economic development, obstacles to development, policies and planning for development.

ECON 316 Economic Development of Latin America (3) Prerequisites: (ECON 201 and ECON 203) or ECON 205. Institutional characteristics of Latin America and an analysis of alternative strategies and policies for development.

ECON 321 Economic Statistics (3) Prerequisite: ECON 200, ECON 201 and MATH 220/MATH 140. Not open to students who have completed BMGT 230 or BMGT 231. Formerly ECON 421. Introduction to the use of statistics in economics. Topics include: Probability, random variables and their distributions, sampling theory, estimation, hypothesis testing, analysis of variance, regression analysis and correlation.

ECON 330 Money and Banking (3) Prerequisite: ECON 200 and ECON 201. Credit will be granted for only one of the following: ECON 330 or ECON 430. Formerly ECON 430. The structure of financial institutions and their role in the provision of money and near money. Analysis of the Federal Reserve System, the techniques of central banks, and the control of supply of financial assets in stabilization policy. Relationship of money and credit to economic activity and the price level.

ECON 340 International Economics (3) Prerequisite: ECON 200 and ECON 201. Credit will be granted for only one of the following: ECON 340 or ECON 440. Formerly ECON 440. A description of international trade and the analysis of international transactions, exchange rates, and balance of payments. Analysis of policies of protection, devaluation, and exchange rate stabilization and their consequences.

ECON 350 Introduction to Public Sector Economics (3) Prerequisite: (ECON 200 and ECON 201) or ECON 205. Credit will be granted for only one of the following: ECON 350 or ECON 450. Formerly ECON 450. The role of federal, state, and local governments in meeting public wants. Analysis of theories of taxation, public expenditures, government budgeting, benefit-cost analysis and income redistribution, and their policy applications.

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ECON 355 Economics of Crime and Law Enforcement (3)
Prerequisite: (ECON 200 and ECON 201) or ECON 205. Economic analysis of crime and the criminal justice system, including such topics as the measurement of crime, economic models of crime, cost and benefits of police and prisons, private protection, gambling and other victimless crimes, and organized crime.

ECON 361 Economics of American Industries (3)
Prerequisites: (ECON 200; and ECON 201) or ECON 205. A survey of industrial organization theory. Analysis of the structure, conduct, performance, and public policies in selected American industries.

ECON 370 Labor Markets, Human Resources, and Trade Unions (3) Prerequisites: (ECON 200 and ECON 201) or ECON 205. Credit will be granted for only one of the following: ECON 370 or ECON 470. A survey of labor markets and the American labor movement. Analysis of labor force growth and composition, problems of unemployment and labor market operations, theories of wage determination, the wage-price spiral, collective bargaining, and governmental regulation of employment and labor relations.

ECON 374 Sex Roles in Economic Life (3) Prerequisites: (ECON 200 and ECON 201) or ECON 205. Discrimination against women in the labor market; the division of labor in the home and the workplace by sex; the child care industry; women in poverty.

ECON 375 Economics of Poverty and Discrimination (3) Prerequisites: (ECON 200 and ECON 201) or ECON 205. The causes of the persistence of low income groups; the relationship of poverty to technological change, to economic growth, and to education and training; economic results of discrimination; proposed remedies for poverty and discrimination.

ECON 376 Consumers and Public Policy (3) Prerequisites: ECON 200 and ECON 201. The application of economic theory, including cost-benefit analysis, to an evaluation of policy decisions in the private and public sectors which affect the consumer. The economic, social, and political framework within which policy decisions are made.

ECON 380 Comparative Economic Systems (3) Prerequisites: (ECON 200 and ECON 201) or ECON 205. A comparative analysis of the theory and practice of various types of economic systems, with special attention being given to the economic systems of the United States, the Soviet Union, Mainland China, Western and Eastern Europe, and lesser developed countries.

ECON 381 Environmental Economics (3) Prerequisite: ECON 200, ECON 205 or permission of department. Application of economic theory to problems of environmental quality and management. Theory of economic externalities, common property resources, alternative pollution control measures, and limits to economic growth.

ECON 385 Economics of Natural Resources (3) Prerequisite: ECON 200 or ECON 205. Economic analysis of natural resource problems, with special emphasis on the rate of use of exhaustible resources and the problems posed for the maintenance of growth.

ECON 390 Economics and Public Policy (3) Prerequisites: ECON 200 and ECON 201. Application of economic reasoning to public policy issues, many of which are not exclusively, or even primarily economic. Policies to save lives, to distribute transplantable human organs, to deter and punish crime, and to regulate discrimination in health insurance are examples.

ECON 391 Survey of Urban Economics Problems and Policies (3) Credit will be granted for only one of the following: ECON 391 or ECON 490. Formerly ECON 490. An introduction to the study of urban economics through the examination of current policy issues. Topics may include suburbanization of jobs and residences, housing and urban renewal, urban transportation, development of new towns, ghetto economic development, problems in services such as education and police.

ECON 396 Independent Honors Study (3) Prerequisite: candidacy for honors in economics or by permission of instructor. Normally taken in senior year. Course will explore selected topics in economic theory and its application in depth. Analysis of methodologies in economic research and the development of student skills in research methods. Students will prepare workshop papers.

ECON 397 Honors Thesis (3) Prerequisites: ECON 396 and candidacy for honors in economics. General supervision will be provided through assembled meetings with the professor in charge of the course.

ECON 398 Topics in Economics (3) Prerequisite: ECON 200, ECON 201, and permission of department. Repeatable to 6 credits if content differs. This course is designed to meet the changing interests of students and staff. Topics vary in

response to those interests. Students are advised to seek information about the coverage and prerequisites during the registration period.

ECON 399 Individual Reading and Research For Undergraduates (1-3) Prerequisite: ECON 200, ECON 201, and permission of department. Repeatable to 6 credits if content differs. By arrangement with individual faculty members. This course is designed for students desiring specialized instruction and guidance in subjects not covered in the course offerings. Before enrollment, the students must secure agreement from an individual faculty member to act as their supervisor. A program of reading, research and evaluation will be worked out between the student and the faculty member.

ECON 401 Current Issues in American Economic Policy (3) Prerequisite: ECON 306. Credit will be granted for only one of the following: ECON 301 or ECON 401. Formerly ECON 301. Analysis of current economic problems and public policies. Inflation, unemployment, market power, government regulation, poverty and distribution of income, federal budget and tax policy, environment.

ECON 402 Macroeconomic Models and Forecasting (3) Prerequisite: ECON 305 or ECON 405. Analysis of the fluctuations in economic activity and the formulation and use of forecasting models of the economy. Illustrations of computer macro models and forecasting problems.

ECON 407 Advanced Macroeconomics (3) Prerequisite: ECON 305. An in-depth analysis of current issues in macroeconomic theory and policy. Topics covered include: 1. alternative perspectives on macroeconomics including monetarism, new classical equilibrium models, rational expectations, and real business cycle models; 2. long term growth, the slowdown in productivity growth, and concerns about U.S. competitiveness; 3. the effectiveness of macroeconomic policy in an open economy; 4. the effects of finance on the real sector.

ECON 410 Comparative Institutional Economics (3) Prerequisite: ECON 306. Determinants of institutional arrangements and the economic consequences of those arrangements for economic growth using transaction costs economics, the new institutional economics, and elementary game theory. Historical emergence of market institutions and non-predatory governments in Europe and Japan, and the policy successes and failures of less-developed countries today.

ECON 412 Economic Development of Selected Areas (3) Prerequisite: ECON 306 and (ECON 315 or ECON 416). Not open to students who have completed ECON 418. Credit will be granted for only one of the following: ECON 412 or ECON 418. Formerly ECON 418. Institutional characteristics of a specific area are discussed and alternate strategies and policies for development are analyzed.

ECON 413 Information and Markets (3) Prerequisite: ECON 306. Presents advanced microeconomic theory, concentrating on how information affects exchange and market outcomes, including insurance, signaling, reputations, and incentive contracts. Studies applications to various markets and policy questions.

ECON 414 Game Theory (3) Prerequisites: ECON 306 and (MATH 220 or MATH 140). Credit will be granted for only one of the following: ECON 414 or ECON 417. Formerly ECON 417. Studies the competitive and cooperative behavior that results when several parties with conflicting interests must work together. Learn how to use game theory to analyze situations of potential conflict. Applications are drawn from economics, business, and political science.

ECON 415 Strategic Behavior and Incentives (3) Prerequisite: ECON 414 or permission of department. Most decisions are not made in isolation, but involve interaction with others. Applies the foundations of game theory learned in ECON 414 to several important topics in business and economics. Emphasis is on topics of practical importance: negotiation, markets with few participants, pricing and incentives.

ECON 416 Theory of Economic Development (3) Prerequisite: ECON 305 or ECON 405. Credit will be granted for only one of the following: ECON 315 or ECON 416. Economic theory of the developing nations; role of innovation, capital formation, resources, institutions, trade and exchange rates, and governmental policies.

ECON 422 Quantitative Methods in Economics I (3) Prerequisites: ECON 200; ECON 201; and (ECON 321 or BMGT 230); or permission of department. Emphasizes the interaction between economic problems and the assumptions employed in statistical theory. Formulation, estimation, and testing of economic models, including single variable and multiple variable regression techniques, theory of identification, and issues relating to inference. Independent work relating the material in the course to an economic problem chosen by the student is required.

ECON 423 Quantitative Methods in Economics II (3) Prerequisite: ECON 422. Interaction between economic problems and specification and estimation of econometric models. Topics include issues of autocorrelation, heteroscedasticity, functional form, simultaneous equation models, and qualitative choice models.

ECON 424 Computer Methods in Economics (3) Prerequisites: ECON 200; ECON 201; and (ECON 321 or BMGT 230). Computer modeling of economic problems, including household and firm behavior, macroeconomic relationships, statistical models of economy, and simulation models.

ECON 425 Mathematical Economics (3) Prerequisites: (ECON 305 or ECON 405) and (ECON 306 or ECON 406) and MATH 220 or equivalent. Mathematical developments of theory of household and firm, general equilibrium and welfare economics, market imperfections, and role of information.

ECON 431 Theory of Money, Prices and Economic Activity (3) Prerequisite: ECON 305 or ECON 405. Credit will be granted for only one of the following: ECON 330, ECON 430 or ECON 431. Monetary theory and the role of money, financial institutions and interest rates in macro models. Analysis of money demand and supply and of the Monetarist-Keynesian debate as they affect inflation and stabilization policy.

ECON 441 Theory of International Economics (3) Prerequisite: (ECON 305 or ECON 405) and (ECON 306 or ECON 406). Credit will be granted for only one of the following: ECON 340, ECON 440 or ECON 441. Theoretical treatment of international trade and international finance. Includes Ricardian and Heckscher-Ohlin theories of comparative advantage, analysis of tariffs and other trade barriers, international factor mobility, balance of payments adjustments, exchange rate determination, and fiscal and monetary policy in an open economy.

ECON 451 Public Choice and Public Policy (3) Prerequisite: ECON 306. Analysis of collective decision making, economic models of government, program budgeting, and policy implementation. Emphasis is on models of public choice and institutions which affect decision making.

ECON 454 Theory of Public Finance and Fiscal Federalism (3) Prerequisite: ECON 306 or ECON 406. Credit will be granted for only one of the following: ECON 450 or ECON 454. Study of welfare economics and the theory of public goods, taxation, public expenditures, benefit-cost analysis, and state and local finance. Applications of theory to current policy issues.

ECON 456 Law and Economics (3) Prerequisite: ECON 306. Relationship of the exchange process to the system of institutions and rules that society develops to carry out economic transactions. Topics covered include: Property rights; torts, negligence, and liability; contracts and exchanges; criminal control and enforcement; equity issues in the rule and market environment.

ECON 460 Industrial Organization (3) Prerequisite: ECON 306 or ECON 406. Changing structure of the American economy; price policies in different industrial classifications of monopoly and competition in relation to problems of public policy.

ECON 465 Health Care Economics (3) Prerequisite: ECON 306. Analysis of health care, the organization of its delivery and financing. Access to care; the role of insurance; regulation of hospitals, physicians, and the drug industry; role of technology; and limits on health care spending.

ECON 470 Theory of Labor Economics (3) Prerequisite: ECON 306. Credit will be granted for only one of the following: ECON 370 or ECON 470. An analytical treatment of theories of labor markets. Marginal productivity theory of labor demand; allocation of time in household labor supply models; theory of human capital; earnings differentials; market structure and the efficiency of labor markets; the role of trade unions; discrimination; and unemployment.

ECON 471 Current Problems in Labor Economics (3) Prerequisite: ECON 470 or permission of department. Emphasis on current policy issues. Topics include: the distribution of income; welfare reform and work incentives; employment and training programs; social insurance programs; unemployment policy; immigration, trade and labor market policy; international labor market comparisons; and the economics of human resource management.

ECON 476 American Living Standards and Poverty (3) Prerequisite: ECON 305 and ECON 321 or permission of department. Also offered as PUA 730. Post-World War II trends in U.S. living standards and income inequality. Areas studied include: industrial base, productivity, growth demographics, international competitiveness and the structure (and holders) of debt as they affect the level of U. S. income and income inequality.

EDCI — Curriculum and Instruction

EDCI 273 Practicum in Ceramics (3) Eight hours of laboratory per week. For EDCI majors only. Not open to students who have completed a ceramics course. Formerly EDIT 273. A lecture-studio course designed to introduce the use of clay and ceramics in a wide variety of educational settings.

EDCI 280 School Service Semester (3) Development of conceptual understanding of the teaching-learning process. Seminar to coordinate on-and off-campus experiences. Two hours each week on campus with an arranged six hours each week in schools.

EDCI 288 Special Topics in Teacher Education (1-3) Prerequisite: permission of department. Repeatable to 6 credits if content differs.

EDCI 298 Special Problems in Teacher Education (1-6) Prerequisite: permission of department. Repeatable to 6 credits if content differs.

EDCI 300 Discipline Based Art Education (C & I Art Methods) (3) Three hours of lecture and three hours of laboratory per week. Prerequisites: admission to teacher education program; 2.5 GPA; permission of department; EDCI 390; EDHD 413 and EDHD 420. For art education majors only. Methods of discipline based art education which reflects teaching of art history, aesthetics, art criticism, and art studio. Includes three hours of field work. Basic methods course in art education. Fulfills requirements for a special methods course.

EDCI 301 Teaching Art in the Elementary School (3) For elementary and pre-elementary education majors only. Not open to art education majors. Art methods and materials for elementary schools. Includes laboratory experiences with materials appropriate for elementary schools. Emphasis on emerging areas of art education for the elementary classroom teacher.

EDCI 314 Teaching Language, Reading, Drama and Literature with Young Children (3) Prerequisites: admission to teacher education program; 2.5 GPA; permission of department; EDHD 312; EDHD 313; EDHD 419A; and EDHD 416. For early childhood education majors only. Introduction to the teaching of reading in the context of the language arts; beginning reading instruction and utilization of literature, drama, and writing.

EDCI 315 The Young Child in the Social Environment (3) Prerequisites: admission to teacher education program; 2.5 GPA; permission of department; EDHD 312; EDHD 313; EDCI 314; EDHD 416; and EDHD 419A. Co-requisites: EDCI 316; EDCI 351; EDCI 374; and EDHD 419B. For early childhood education majors only. The child's understanding of people, social roles, society and various cultures; communicative skills and ability to develop satisfying relationships with peers and adults. Related techniques, materials and resources included.

EDCI 316 The Teaching of Reading: Early Childhood (3) Prerequisites: admission to teacher education program; 2.5 GPA; permission of department; EDHD 312; EDHD 313; EDCI 314; EDHD 416; and EDHD 419A. Co-requisites: EDCI 315; EDCI 351; EDCI 374; and EDHD 419B. For early childhood education majors only. The fundamentals of developmental reading instruction, including reading readiness, use of experience records, procedures in using basal readers, the improvement of comprehension, teaching reading in all areas of the curriculum, uses of children's literature, the program in word analysis, and diagnostic techniques.

EDCI 320 Curriculum and Instruction in Secondary Education: Social Studies/ (3) History Prerequisites: admission to teacher education program; 2.5 GPA; permission of department; EDHD 413; EDHD 420; and EDCI 390. For education majors only. Objectives, selection and organization of subject matter, appropriate methods, lesson plans, textbooks and other instructional materials, measurement and topics pertinent to social studies education. Includes emphasis on multi-cultural education.

EDCI 321 Curriculum and Instruction in Secondary Education: Social Studies/ (3) Geography Prerequisites: admission to teacher education program; 2.5 GPA; permission of department; EDHD 300S; and EDCI 390. For education majors only. Objectives, selection and organization of subject matter, appropriate methods, lesson plans, textbooks and other instructional materials, measurement and topics pertinent to geography education.

EDCI 322 Curriculum and Instruction in Elementary Education: Social Studies (3) Prerequisites: admission to teacher education program; 2.5 GPA; EDCI 397; EDHD 300E; permission of department. Co-requisites: EDCI 342; EDCI 352; EDCI 362; and EDCI 372. For elementary education majors only. Curriculum, organization and methods of teaching, evaluation of materials, and utilization of environmental resources. Emphasis on multicultural education. Includes laboratory/field experiences.

EDCI 330 Curriculum and Instruction in Secondary Education: Foreign Language (3) Prerequisites: admission to teacher education program; 2.5 GPA; permission of department; EDHD 413; EDHD 420; and EDCI 390. For education majors only. Objectives, selection and organization of subject matter, appropriate methods, lesson plans, textbooks, and other instructional materials, measurement, and other topics pertinent to foreign language education.

EDCI 340 Curriculum and Instruction in Secondary Education: English/ Speech/ Theatre (3) Prerequisites: admission to teacher education program; 2.5 GPA; permission of department; EDHD 413; EDHD 420; and EDCI 390. Co-requisite: EDCI 447. For education majors only. Objectives, selection, and organization of subject matter, appropriate methods, lesson plans, textbooks and other instructional materials, measurement, and other topics.

EDCI 342 Curriculum and Instruction in Elementary Education: Language (3) Arts Prerequisites: admission to teacher education program; 2.5 GPA; EDCI 397; EDHD 300E; and permission of department. Co-requisites: EDCI 322; EDCI 352; EDCI 362; and EDCI 372. For elementary education majors only. Listening, oral communication, functional writing, creative writing, spelling, handwriting, and creative expression. Includes laboratory/field experiences.

EDCI 350 Curriculum and Instruction in Secondary Education: Mathematics (3) Prerequisites: admission to teacher education program; 2.5 GPA; permission of department; EDHD 413; EDHD 420; EDCI 390; and six semester hours of 400-level mathematics courses. Co-requisite: EDCI 355. For education majors only. Objectives, selection and organization of subject matter, appropriate methods, lesson plans, textbooks and other instructional materials, measurement and topics. For pre-service mathematics teachers.

EDCI 351 The Teaching of Mathematics: Early Childhood (3) Prerequisites: admission to teacher education program; 2.5 GPA; permission of department; EDHD 312; EDHD 313; EDCI 314; EDHD 416; and EDHD 419A. Co-requisites: EDCI 315; EDCI 316; EDCI 374; and EDHD 419B. For early childhood education majors only. Materials and procedures to help young children develop mathematical meanings and relationships and problem solving skills. Development of the understanding of number, geometric, spatial, and simple logical relationships and problem solving. Includes field experiences.

EDCI 352 Curriculum and Instruction in Elementary Education: Mathematics (3) Prerequisites: admission to teacher education program; 2.5 GPA; EDCI 397; EDHD 300E; permission of department; MATH 210; and MATH 211. Co-requisites: EDCI 322; EDCI 342; EDCI 362; and EDCI 372. For elementary education majors only. Materials and procedures to help children sense arithmetical meanings and relationships. Development of an understanding of the number system and arithmetical processes. Includes laboratory/field experiences.

EDCI 355 Field Experience in Secondary Mathematics Education (1) Three hours of laboratory per week. Prerequisites: admission to teacher education program; 2.5 GPA; permission of department; EDCI 390; and six semester hours of 400-level mathematics courses. Co-requisite: EDCI 350. For education majors only. Practical experience as an aide to a regular secondary mathematics teacher; assigned responsibilities and participation in a variety of teaching/learning activities.

EDCI 362 Curriculum and Instruction in Elementary Education: Reading (3) Prerequisites: admission to teacher education program; 2.5 GPA; EDCI 397; EDHD 300E; permission of department. Co-requisites: EDCI 322; EDCI 342; EDCI 352; and EDCI 372. For elementary education majors only. Fundamentals of developmental reading instruction, including reading readiness, use of experience stories, procedures in using basal readers, the improvement of comprehension, word analysis, and procedures for determining individual needs. Includes laboratory/field experiences.

EDCI 370 Curriculum and Instruction in Secondary Education: Science (3) Prerequisites: admission to teacher education program; 2.5 GPA; permission of department; EDHD 413 EDHD 420; and EDCI 390. For education majors only. For pre-service science teachers. Preparing objectives, planning lessons, selecting and organizing for classroom and laboratory instruction, determining appropriate teaching methods, selecting textbooks and other instructional materials, and measuring and evaluating student achievement. Includes laboratory/field experiences.

EDCI 371 Computers in the Science Classroom and Laboratory (2) Prerequisites: admission to teacher education program; 2.5 GPA; EDCI 370. Co-requisites: EDCI 470; and EDCI 471. Fundamentals of microcomputer use in science classrooms and laboratories.

EDCI 372 Curriculum and Instruction in Elementary Education: Science (3) Prerequisites: admission to teacher education program; 2.5 GPA; EDCI 397; EDHD 300E; and

permission of department. Co-requisites: EDCI 322; EDCI 342; EDCI 352; and EDCI 362. For elementary education majors only. Objectives, methods, materials and activities for teaching science in the elementary school; emphasis on teaching strategies which help children learn the processes and concepts of science. Includes laboratory/field experiences.

EDCI 374 The Teaching of Science: Early Childhood (3) Prerequisites: admission to teacher education program; 2.5 GPA; permission of department; EDHD 312; EDCI 314; EDHD 416; and EDHD 419A. Co-requisites: EDCI 313; EDCI 315; EDCI 316; EDCI 351; and EDHD 419B. For early childhood education majors only. Objectives, materials, and activities for teaching science to young children. Includes classroom and field experience.

EDCI 380 Curriculum and Instruction: Elementary (3) Focuses on developmental needs at various age levels, with emphasis upon the activities, materials and methods by which educational objectives are attained.

EDCI 381 Schools and Children (3) Role examination of parents and other community members as consumers and participants in schools. Not open for credit to students in teacher preparation programs.

EDCI 385 Computers for Teachers (3) Prerequisites: admission to teacher education program and 2.5 GPA. For education majors only. Credit will be granted for only one of the following: EDCI 385; or EDCI 487; or EDIT 406; or EDIT 477; or EDSP 480. A first-level survey of instructional uses of computers, software, and related technology for pre-service teachers.

EDCI 390 Principles and Methods of Secondary Education (3) Prerequisites: admission to teacher education program and 2.5 GPA. Co-requisites: EDHD 413 and EDHD 420. For education majors only. Principles and methods of teaching in junior and senior high schools. Instructional problems common to all of the subject fields, considered in relation to the needs and interests of youth, social problems and the central values of society.

EDCI 397 Principles and Methods of Teaching in Elementary Schools (3) Prerequisites: admission to teacher education program and 2.5 GPA. For education majors only. Teaching strategies, classroom interactive techniques, and procedures for planning and evaluating instruction in elementary schools. Emphasis on principles of effective instruction, classroom management, and adaptation of instruction for various student populations.

EDCI 400 Field Experience in Art Education (1) Four hours of laboratory per week. Prerequisite: EDCI 390; EDHD 413; and EDHD 420 or permission of department. Co-requisite: EDCI 300. For Art Education majors only. Practical classroom experience in teaching/evaluating/exhibiting the products of art lessons.

EDCI 401 Student Teaching in Elementary School: Art (4-8) Prerequisites: admission to teacher education program; 2.5 GPA; permission of department; and EDCI 300. For art education majors only.

EDCI 402 Student Teaching in Secondary Schools: Art (2-8) Prerequisites: admission to teacher education program; 2.5 GPA; permission of department; and EDCI 300. For art education majors only.

EDCI 403 Teaching of Art Criticism in Public Schools (3) Introduction to theories of art criticism. Trips to galleries and museums. Open to fine arts majors and students from other disciplines.

EDCI 406 Computers, Art and Chaos Theory (3) Prerequisite: permission of department. Computers in art education with focus on chaos theory, fractals as a means to integrate art, math, science in K-12 programs.

EDCI 407 Practicum in Art Education: Three-Dimensional (3) For pre-art education and art education majors only. A lecture-studio course to develop skills, material resources, and educational strategies for three-dimensional projects in school settings.

EDCI 415 Methods of Teaching ESOL in Elementary Schools (3) Prerequisite: EDCI 434 or permission of department. Analysis of elementary school classroom culture, social contexts, and instructional strategies which foster language development in elementary school content areas (i.e., math, social studies, art and science), consistent with current theories of child second language acquisition. For undergraduate and graduate prospective and current teachers of English to speakers of other languages.

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EDCI 420 Student Teaching Seminar in Secondary Education: Social Studies (3) Prerequisites: admission to teacher education program; 2.5 GPA; and (EDCI 320 or EDCI 321). Co-requisite: EDCI 421 or EDCI 422. An analysis of teaching theories, strategies, and techniques in the student teaching experience.

EDCI 421 Student Teaching in Secondary Schools: Social Studies/History (12) Prerequisites: admission to teacher education program; 2.5 GPA; permission of department; and EDCI 320. Co-requisite: EDCI 420.

EDCI 422 Student Teaching in Secondary Schools: Social Studies/Geography (12) Prerequisite: EDCI 321. Co-requisite: EDCI 420.

EDCI 423 Social Studies in Early Childhood Education (3) Curriculum, organization and methods of teaching, evaluation of materials and utilization of environmental resources. Emphasis on multicultural education. Primarily for in-service teachers, nursery school through grade 3.

EDCI 424 Social Studies in the Elementary School (3) Curriculum, organization and methods of teaching, evaluation of materials and utilization of environmental resources. Emphasis on multicultural education. Primarily for in-service teachers, grades 1-6.

EDCI 425 Social Studies and Multicultural Education (3) Seminar in general social science principles applicable to multicultural education. Cultural experiences arranged for each participant.

EDCI 426 Methods of Teaching Social Studies in Secondary Schools (3) Prerequisites: EDHD 413; EDHD 420; and EDCI 390. Objectives, selection and organization of subject matter, appropriate methods, lesson plans, textbooks and other instructional materials, measurement and topics pertinent to social studies education. Includes emphasis on multicultural education. For in-service teachers.

EDCI 428 Field Experience in Secondary Social Studies Teaching (1) Three hours of laboratory per week. Prerequisites: admission to teacher education program; 2.5 GPA; permission of department; and EDCI 390. Co-requisite: EDCI 320. For education majors only. Practical experience as an aide to a regular social studies teacher; assigned responsibilities and participation in a variety of teaching/learning activities.

EDCI 430 Student Teaching Seminar in Secondary Education: Foreign Language (3) Prerequisites: admission to teacher education program; 2.5 GPA; and EDCI 330. Co-requisite: EDCI 431. An analysis of teaching theories, strategies and techniques in the student teaching experience.

EDCI 431 Student Teaching in Secondary Schools: Foreign Language (12) Prerequisites: admission to teacher education program; 2.5 GPA; permission of department; and EDCI 330. Co-requisite: EDCI 430.

EDCI 432 Foreign Language Methods in the Elementary School (3) Methods and techniques for developmental approach to the teaching of modern foreign languages in elementary schools. Development of oral-aural skills in language development.

EDCI 433 Introduction to Foreign Language Methods (3) Prerequisites: EDHD 300 and EDCI 390; or permission of department. Objectives, selection and organization of subject matter, appropriate methods, lesson plans, textbooks and other instructional materials, measurement and topics pertinent to foreign language education. For in-service teachers.

EDCI 434 Methods of Teaching English to Speakers of Other Languages (3) A survey of the historical and current approaches, methods, and techniques of teaching English to speakers of other languages from grammar translation to audio-lingual to communicative approaches. Analysis of successful classroom practices which address the needs of cultural and language minority students.

EDCI 435 Teaching Second Language Reading and Writing (3) Prerequisite: EDCI 434 or permission of department. Analysis of approaches to curriculum, current research, theory, and pedagogy of reading and writing to second language students from diverse cultural and linguistic backgrounds. For undergraduate and graduate prospective and current teachers of English to speakers of other languages K-12, adult and university. Required for TESOL certification program.

EDCI 436 Teaching for Cross-Cultural Communication (3) The techniques and content for teaching culture in foreign language classes and English as a Second Language (ESL) classes. Research and evaluation of selected aspects of a culture as basis for creating teaching materials.

EDCI 438 Field Experience in Second Language Education (1) Four hours of laboratory per week. Prerequisites: EDCI 390, EDHD 413, and EDHD 420; or permission of department.

Co-requisite: EDCI 330. For Second Language Education majors only. Repeatable to 3 credits if content differs. Practical experience as an aide to a regular foreign language teacher; assigned responsibilities and participation in a variety of teaching/learning activities.

EDCI 440 Student Teaching Seminar in Secondary Education: English, Speech, (1) Theatre Prerequisites: admission to teacher education program; 2.5 GPA; and EDCI 340. Co-requisite: EDCI 441. An analysis of teaching theories, strategies and techniques in relation to the student teaching experience.

EDCI 441 Student Teaching in Secondary Schools: English (12) Prerequisites: admission to teacher education program; and EDCI 340. Co-requisite: EDCI 440.

EDCI 442 Student Teaching in Secondary Schools: Speech/English (12) Prerequisites: admission to teacher education program; and EDCI 340. Co-requisite: EDCI 440.

EDCI 443 Literature for Children and Youth (3) For elementary education and pre-elementary education majors only. Analysis of literary materials for children and youth. Timeless and ageless books, and outstanding examples of contemporary publishing. Evaluation of the contributions of individual authors, illustrators and children's book awards.

EDCI 444 Language Arts in Early Childhood Education (3) Teaching of spelling, handwriting, oral and written expression and creative expression. Primarily for in-service teachers, nursery school through grade 3.

EDCI 445 Language Arts in the Elementary School (3) Teaching of spelling, handwriting, oral and written expression and creative expression. Primarily for in-service teachers, grades 1-6.

EDCI 446 Methods of Teaching English, Speech, Theatre in Secondary Schools (3) Prerequisites: EDHD 413 and EDHD 420; and EDCI 390; or permission of department. Objectives, selection and organization of subject matter, appropriate methods, lesson plans, textbooks and other instructional materials, measurement and topics pertinent to English, speech, and drama education. For in-service teachers.

EDCI 447 Field Experience in English, Speech, Theatre Teaching (1) Prerequisites: admission to teacher education program; 2.5 GPA; EDCI 390; EDHD 413 and EDHD 420. Co-requisite: EDCI 340. For education majors only. Practical experience as an aide to a regular English, speech or drama teacher; assigned responsibilities and participation in a variety of teaching/learning activities.

EDCI 448 Student Teaching in Secondary Schools: Theatre/English (12) Prerequisites: admission to teacher education program; and EDCI 340. Co-requisite: EDCI 440.

EDCI 450 Student Teaching Seminar in Secondary Education: Mathematics (3) Prerequisites: admission to teacher education program; 2.5 GPA; EDCI 350; and EDCI 457. Co-requisite: EDCI 451. An analysis of teaching theories, strategies and techniques in the student teaching experience.

EDCI 451 Student Teaching in Secondary Schools: Mathematics (12) Prerequisites: admission to teacher education program; 2.5 GPA; permission of department; EDCI 350; and EDCI 457. Co-requisite: EDCI 450.

EDCI 453 Mathematics in the Elementary School (3) Prerequisite: MATH 210 or equivalent. Emphasis on materials and procedures which help pupils sense arithmetic meanings and relationships. Primarily for in-service teachers, grades 1-6.

EDCI 455 Methods of Teaching Mathematics in Secondary Schools (3) Prerequisites: EDHD 300; EDCI 390; and 2 semesters of calculus. Objectives, selection and organization of subject matter, appropriate methods, lesson plans, textbooks and other instructional materials, measurement, and topics pertinent to mathematics education.

EDCI 456 Teaching Mathematics to the Educationally Handicapped (3) Prerequisites: (EDSP 331; EDSP 332; EDSP 333; EDSP 443; and MATH 210) or permission of department. Development of skills in diagnosing and identifying learning disabilities in mathematics and planning for individualized instruction. Clinic participation required.

EDCI 457 Teaching Secondary Students with Difficulties in Learning Mathematics (3) Prerequisites: admission to teacher education program; 2.5 GPA; and permission of department required for post-baccalaureate students. Pre- or co-requisite: EDHD 413 and EDHD 420. Co-requisite: EDCI 390. For education majors only. Diagnosis, prescription and implementation of instruction for less able secondary school mathematics students. Participation in a clinical experience.

EDCI 460 Student Teaching: Elementary/Middle (15) Prerequisites: EDCI 322; EDCI 342; EDCI 352; EDCI 362; and EDCI 372. For Elementary Education majors only. A field experience with eight weeks of student teaching at the elementary level and eight weeks at the middle school level.

EDCI 461 Reading in Early Childhood Education (3) Developmental reading instruction, including emergent literacy, literature-based and basal reader programs. Primarily for in-service teachers, pre-school through grade 3.

EDCI 462 Reading in the Elementary School (3) Developmental reading instruction, including emergent literacy, literature-based and basal reader programs. Primarily for in-service teachers, grades 1-8.

EDCI 463 Reading in the Secondary School (3) Prerequisites: admission to teacher education program and 2.5 GPA; or permission of department required for post-baccalaureate students. For education majors only. The fundamentals of content area reading instruction. Emphasis on middle school through high school.

EDCI 464 Reading Instruction and Diagnosis Across Content Areas (3) Prerequisite: EDCI 362 or permission of department for graduate students. Fundamentals of diagnosis and diagnostic instruction in reading for pre-service elementary teachers. Emphasis on integrated evaluation procedures and instruction strategies.

EDCI 465 Language, Culture, and Education (3) Prerequisite: LING 200 or permission of department. Survey of sociolinguistic and psycholinguistic perspectives for the study of language and education; examination of pragmatics, speech act theory, and dimensions of language variation (dialects, codes, and registers); implications for educational research and instructional practice.

EDCI 466 Literature for Adolescents (3) Prerequisites: admission to teacher education program; and 2.5 GPA; permission of department required for post-baccalaureate students. For education majors only. Reading and analysis of fiction and nonfiction; methods for critically assessing quality and appeal; current theory and methods of instruction; research on response to literature; curriculum design and selection of books.

EDCI 467 Teaching Writing (3) Prerequisites: EDHD 413, EDHD 420, and EDCI 390; permission of department required for post-baccalaureate students. Sources and procedures for developing curriculum objectives and materials for teaching written composition; prewriting, composing, and revision procedures; contemporary directions in rhetorical theory; survey of research on composition instruction.

EDCI 470 Student Teaching Seminar in Secondary Education: Science (1) Prerequisites: admission to teacher education program; and 2.5 GPA; and EDCI 370. Co-requisites: EDCI 371; and EDCI 471. Analysis of teaching theories, strategies and techniques in student teaching.

EDCI 471 Student Teaching in Secondary Schools: Science (12) Prerequisites: admission to teacher education program; and 2.5 GPA; and permission of department; and EDCI 370. Co-requisites: EDCI 371; and EDCI 470.

EDCI 472 Methods of Teaching Science in Secondary Schools (3) Prerequisites: EDHD 300; and EDCI 390; and permission of department. Methods for classroom and laboratory instruction, determining appropriate teaching methods, selecting instructional materials, evaluating student achievement. Includes lab and field experience. For in-service teachers.

EDCI 473 Environmental Education (3) Two hours of lecture and three hours of laboratory per week. An interdisciplinary course covering the literature, techniques and strategies of environmental education.

EDCI 474 Science in Early Childhood Education (3) Objectives, methods, materials and activities for teaching science in the elementary school. Primarily for in-service teachers, nursery school through grade 3.

EDCI 475 Science in the Elementary School (3) Objectives, methods, materials, and activities for teaching science in the elementary school. Primarily for in-service teachers, grades 1-6.

EDCI 476 Teaching Ecology and Natural History (3) An introduction to the teaching of natural history in the classroom and in the field. Ecological principles; resources and instructional materials; curricular materials. Primarily for teachers, park naturalists, and outdoor educators.

EDCI 477 Applications of Technology to Societal Problems (3) Junior standing. Credit will be granted for only one of the following: EDCI 477 or EDIT 476. A study of alternative solutions of a technological nature with respect to such areas as housing, transportation, energy, communications, production and waste disposal, water development and pollution control.

EDCI 481 Student Teaching: Elementary (12) Prerequisites: admission to teacher education program; 2.5 GPA; permission of department; EDCI 322; EDCI 342; EDCI 352; EDCI 362; and EDCI 372. Co-requisite: EDCI 464.

EDCI 484 Student Teaching in Elementary School: Music (4-6) Prerequisites: admission to teacher education program; 2.5 GPA; permission of department; MUED 411; MUED 420; MUED 470; MUED 471; and MUED 472. Co-requisite: EDCI 494. Fulfills elementary teaching requirements in K-12 music education programs.

EDCI 485 Student Teaching in Elementary School: Physical Education (4-8) For EDCI majors only. Fulfills elementary teaching requirements in K-12 physical education programs.

EDCI 486 Supervision of Student Teachers (1-3) Designed for in-service teachers. The development and refinement of skills in observing, evaluating and conducting conferences with student teachers. Clinical supervision and cooperative problem solving. Required by some school systems for supervision of student teachers.

EDCI 488 Selected Topics in Teacher Education (1-3) Prerequisite: EDCI major or permission of department. Repeatable to 6 credits if content differs.

EDCI 489 Field Experiences in Education (1-4) Prerequisite: permission of department. Co-requisite: EDCI 497. Repeatable to 4 credits.

EDCI 491 Student Teaching in Secondary Schools: Health (12) For EDCI majors only.

EDCI 494 Student Teaching in Secondary Schools: Music (2-8) For EDCI majors only.

EDCI 495 Student Teaching in Secondary Schools: Physical Education (2-8) For EDCI majors only.

EDCI 497 The Study of Teaching (3) Prerequisite: EDCI 481. Co-requisite: EDCI 489. Identification and examination of learner and teacher outcome variables related to teaching systems, methods, and processes. Methods of conducting classroom research.

EDCI 498 Special Problems in Teacher Education (1-6) Prerequisite: permission of department. For EDCI majors only. Repeatable to 6 credits. Individual study of approved problems.

EDCI 499 Workshops, Clinics, and Institutes (1-6) Repeatable to 6 credits. The following types of educational enterprise may be scheduled under this course heading: workshops conducted by the College of Education (or developed cooperatively with other colleges and universities) and not otherwise covered in the present course listing; clinical experiences in pupil testing centers, reading clinics, speech therapy laboratories, and special education centers; institutes developed around specific topics or problems and intended for designated groups such as school superintendents, principals and supervisors.

EDCP — Education Counseling and Personnel Services

EDCP 108 College and Career Advancement: Concepts and Skills (1) Repeatable to 3 credits if content differs. Knowledge and skills designed to enhance college as a learning experience or preparation for life.

EDCP 310 Peer Counseling Theory and Skills (3) The theories and skills of peer helping relationships. Counseling theories and skills at a level appropriate for students seeking basic level training for use in peer counseling settings.

EDCP 312 Multi-Ethnic Peer Counseling (3) Prerequisite: Undergraduate Status. 30 semester hours. Knowledge, skills, and attitude to function as peer helpers of Multi-Ethnic students.

EDCP 317 Introduction to Leadership (3) Application of leadership theories, concepts, and skills. Completion of personal and leadership self-assessments, values exploration, and leadership skill practice through course activities.

EDCP 318 Leadership and Community Service (3) Three hours of lecture and five hours of laboratory per week. Prerequisite: permission of department. Repeatable to 6 credits if content differs. Course will utilize experiential learning opportunities to develop knowledge and skills in the area of leadership and community service. Provides a foundation for the integration of leadership and community service.

EDCP 325 Substance Use and Abuse in American Society (3) Incidence, etiology, effects and management of substance use and abuse from perspective of the individual, the family, and society.

EDCP 411 Principles of Mental Health (3) Prerequisite: nine semester hours in the behavioral sciences or permission of department. Mechanisms involved with personal adjustment, coping skills, and the behaviors that lead to maladjustment.

EDCP 416 Theories of Counseling (3) An overview and comparison of the major theories of counseling, including an appraisal of their utility and empirical support.

EDCP 417 Advanced Leadership Seminar (3) Prerequisite: EDCP 317 or equivalent; permission of department. Students will analyze and synthesize the concept of leadership using cultural, ethical, sociological, historical perspectives. Exploration and reflection of personal values, decision making, in-depth analysis on various leadership themes will take place in various course activities.

EDCP 418 Special Topics in Leadership (3) Prerequisite: EDCP 317 or equivalent; permission of department. Repeatable to 6 credits if content differs. The special topics and leadership course will address a single topic related to leadership through the semester. In-depth study and analysis on the topic will be the basis for the course. Topics include gender and leadership, ethics and leadership, and culture and leadership. Leadership will serve as the foundation in the course.

EDCP 420 Education and Racism (3) Strategy development for counselors and educators to deal with problems of racism.

EDCP 460 Introduction to Rehabilitation Counseling (3) Survey of principles and practices involved in the vocational rehabilitation of persons with disabilities.

EDCP 461 Psycho-Social Aspects of Disability (3) Theory and research concerning disability, with emphasis on crisis theory, loss and mourning, handicapped as a deviant group, sexuality and functional loss, attitude formation, dying process and coping. Implications for counseling and the rehabilitation process.

EDCP 462 Disability in American Society (3) Prerequisite: Undergraduate Status. 30 semester hours. Critical examination of the history of legislation and analysis of current policies toward severely physically and mentally disabled persons.

EDCP 470 Introduction to Student Personnel (3) Prerequisite: permission of department. A systematic analysis of research and theoretical literature on a variety of major problems in the organization and administration of student personnel services in higher education. Included will be discussion of such topics as the student personnel philosophy in education, counseling services, discipline, housing, student activities, financial aid, health, remedial services, etc.

EDCP 489 Field Experiences in Counseling and Personnel Services (1-4) Prerequisite: permission of department. Planned field experience in education-related activities. Credit not to be granted for experiences accrued prior to registration.

EDCP 498 Special Problems in Counseling and Personnel Services (1-3) Prerequisite: permission of department. Available only to major students who have formal plans for individual study of approved problems.

EDCP 499 Workshops, Clinics, Institutes (1-6) Repeatable to 6 credits. The following type of educational enterprise may be scheduled under this course heading: workshops conducted by the Department of Counseling and Personnel Services (or developed cooperatively with other departments, colleges and universities) and not otherwise covered in the present course listing; clinical experiences in counseling and testing centers, reading clinics, speech therapy laboratories, and special education centers; institutes developed around specific topics or problems and intended for designated groups.

EDHD — Education, Human Development

EDHD 230 Human Development and Societal Institutions (3) Development of the individual in the context of relationships with the formal and informal institutions of society. An examination of various aspects of development from the broad perspective of the social sciences.

EDHD 300 Human Development and Learning (6) Prerequisite: admission to teacher education program. Major concepts and theories of human development and learning and their implications for the educational process. One half day a week in school to observe student behavior, participate in classroom activities, and attend seminars on school topics.

EDHD 306 Study of Human Behavior (3) The scientific principles of human behavior, development, and adjustment. Field work: observation, recording, and analysis of the behavior of an individual. Does not satisfy requirements of professional teacher education program.

EDHD 312 Professional Development Seminar in Early Childhood Education (3) Prerequisites: admission to teacher education program; 2.5 GPA; permission of department; and EDCI 280. Co-requisites: EDHD 313; EDCI 314; EDHD 416;

and EDHD 419A. For early childhood education majors only. Credit will be granted for only one of the following: EDHD 312 or EDCI 312. Formerly EDCI 312. Affective and integrative functions of teaching young children; planning daily programs; organizing the learning environment; developing the curriculum; clarifying values; guiding behavior; diagnosing and evaluating; and working with parents and other adults.

EDHD 313 Creative Activities for Young Children (3) Prerequisites: admission to teacher education program; 2.5 GPA; permission of department; and EDCI 280. Co-requisites: EDCI 314; EDHD 312; EDCI 488E; and EDHD 419A. For early childhood majors only. Credit will be granted for only one of the following: EDHD 313 or EDCI 313. Formerly EDCI 313. Techniques and resources for art, music, play and creative dramatics.

EDHD 319 Selected Topics in Human Development (3) Repeatable to 6 credits if content differs. Selected topics in human development in relation to contemporary culture.

EDHD 320 Human Development through the Lifespan (3) Central concepts related to parameters of human development, individual and social, which arise throughout the various stages of the lifespan. Continuity and change within the developing individual.

EDHD 340 Human Development Aspects of the Helping Relationship (3) Development of skills and theoretical knowledge relevant to the human services. Relating, communicating, and problem-solving with others. In-class training activities and field experiences for acquiring interpersonal competence.

EDHD 350 Human Development Factors in Personal Development (3) Personality dynamics including self-study and group experiences which contribute to individual development and insight. Emphasis on factors which enhance optimal personal growth.

EDHD 400 Introduction to Gerontology (3) Multidisciplinary survey of the processes of aging. Physiological changes, cultural forces, and self-processes that bear on quality of life in later years. Field study of programs, institutions for elderly, individual elders, their families and care providers.

EDHD 401 Promoting Optimal Aging (3) Prerequisite: EDHD 320, EDHD 400, or permission of department. Also offered as EDHD 641. Credit will be granted for only one of the following: EDHD 401 or EDHD 641. Theoretical, research, and applied issues related to optimal aging from psychological, biological, and societal perspectives. Group or individual projects involving direct field experiences.

EDHD 410 The Child and the Curriculum: Early Childhood (3) Credit will be granted for only one of the following: EDHD 410 or EDCI 410. Formerly EDCI 410. Relationship of the nursery school curriculum to child growth and development. Recent trends in curriculum organization; the effect of environment on learning; readiness to learn; and adapting curriculum content and methods to maturity levels of children. Primarily for in-service teachers, nursery school through grade 3.

EDHD 411 Child Growth and Development (3) Theoretical approaches to and empirical studies of physical, psychological and social development from conception to puberty. Implications for home, school and community.

EDHD 413 Adolescent Development (3) Adolescent development, including special problems encountered in contemporary culture. Observational component and individual case study.

EDHD 416 Scientific Concepts in Human Development (3) Guided reading and observation of students through the school year. Impact of family, school, society, and peer group on individual. Analysis of field data in terms of behavioral patterns.

EDHD 417 Laboratory in Behavior Analysis (3) Prerequisite: EDHD 416. Continuation of analysis of field observations; emphasis on cognitive processes, motivation, self-concept, attitudes and values.

EDHD 419 Human Development and Learning in School Settings (3) Prerequisite: permission of department. Repeatable to 6 credits if content differs. Advanced study of human development and learning in different phases of school program over a period of time.

EDHD 420 Cognitive Development and Learning (3) Prerequisite: EDHD 300; EDHD 320; EDHD 411; PSYC 355; PSYC 341; or permission of department. Current developmental theories of cognitive processes such as language, memory, and intelligence and how differences in cognitive level (infancy through adolescence) mediate learning of educational subject matters.

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EDHD 421 Student Teaching: Preschool (4) Prerequisites: admission to teacher education program; 2.5 GPA; permission of department; EDHD 312; EDHD 313; EDHD 419A; EDHD 419B; and EDHD 416. For early childhood education majors only. Credit will be granted for only one of the following: EDHD 421 or EDCI 411. Formerly EDCI 411.

EDHD 422 Students Teaching: Kindergarten (4) Prerequisites: admission to teacher education program; 2.5 GPA; permission of department; EDHD 312; EDHD 313; EDHD 419A; EDHD 419B; and EDHD 416. For early childhood education majors only. Credit will be granted for only one of the following: EDHD 422 or EDCI 412. Formerly EDCI 412.

EDHD 423 Student Teaching: Primary Grades (8) Prerequisites: admission to teacher education program; 2.5 GPA; permission of department; EDHD 312; EDHD 313; EDHD 419A; EDHD 419B; and EDHD 416. For early childhood education majors only. Credit will be granted for only one of the following: EDHD 423 or EDCI 413. Formerly EDCI 413.

EDHD 430 Adolescent Violence (3) Prerequisite: PSYC 100; EDHD 300; or permission of department. Examines the roots of violence among adolescents and the extent to which this constitutes a problem in various settings. Research studies on its origins, prevention and intervention and implications for social policy are examined.

EDHD 445 Guidance of Young Children (3) Prerequisite: PSYC 100; EDHD 306; or permission of department. Practical aspects for helping and working with children, drawing on research, clinical studies, and observation. Implications for day care and other public issues.

EDHD 460 Educational Psychology (3) Prerequisite: PSYC 100; EDHD 306; or permission of department. Application of psychology to learning processes and theories. Individual differences, measurement, motivation, emotions, intelligence, attitudes, problem solving, thinking and communicating in educational settings. (May not be substituted for EDHD 300 by students in professional teacher education programs.)

EDHD 489 Field Experiences in Education (1-4) Prerequisite: permission of department. Repeatable to 4 credits. Planned field experience in education-related activities. Credit not to be granted for experiences accrued prior to registration.

EDHD 498 Special Problems in Education (1-3) Prerequisite: permission of department. Available only to students who have definite plans for individual study of approved problems.

EDHD 499 Workshops, Clinics, and Institutes (1-6) Repeatable to 6 credits. The following type of educational enterprise may be scheduled under this course heading: workshops conducted by the College of Education (or developed cooperatively with other colleges and universities) and not otherwise covered in the present course listing; clinical experiences in pupil-testing centers, reading clinics, speech therapy laboratories, and special education centers; institutes developed around specific topics or problems and intended for designated groups such as school superintendents, principals and supervisors.

EDMS — Measurement, Statistics, and Evaluation

EDMS 410 Classroom Assessment (3) Junior standing. Developing and using classroom assessments, including tests, performance assessments, rating scales, portfolios, observations and oral interactions; basic psychometric statistics; standard setting; grading; communicating assessment information; testing ethics; locating and evaluating measures; program evaluation and classroom research; assessments used for educational policy decisions.

EDMS 451 Introduction to Educational Statistics (3) Junior standing. Introduction to statistical reasoning; location and dispersion measures; computer applications; regression and correlation; formation of hypotheses tests; t-test; one-way analysis of variance; analysis of contingency tables.

EDMS 465 Algorithmic Methods in Educational Research (3) Prerequisite: EDMS 451 or equivalent. Use of the computer as a tool in educational research. Instruction in a basic scientific computer source language as well as practical experience in program writing for solving statistical and educational research problems.

EDMS 489 Field Experiences in Measurement and Statistics (1-4) Prerequisite: permission of department. Repeatable to 4 credits. Planned field experience in education-related activities. Credit not to be granted for experiences accrued prior to registration.

EDMS 498 Special Problems in Measurement and Statistics (1-3) Prerequisite: permission of department. Repeatable to 6 credits. Available only to education majors who have formal plans for individual study of approved problems.

EDPL — Education Policy and Leadership

EDPL 201 Education in Contemporary American Society (3) An examination of the relationship between education and the social environment in contemporary American society. Issues of equality or equal opportunity, individual and cultural differences, education outside of schools, the control of education, and the future of education.

EDPL 210 Historical and Philosophical Perspectives on Education (3) An examination of illustrative historical and philosophical examples of the interplay of ideas and events in the shaping of educational aims and practices from ancient cultures to modern technological societies.

EDPL 288 Special Problems in Education (1-6) Prerequisite: permission of department. Formerly EDPA 288. Available only to freshmen and sophomore students who have definite plans for individual study of approved problems relative to their preparation for teaching.

EDPL 301 Foundations of Education (3) Prerequisite: junior standing and admission to teacher education; or Bachelor's degree with permission of department. Social context of education and conflicts over philosophies, values, and goals that are reflected in educational institutions in our pluralistic society. Helps teachers become reflective, critical thinkers about the social and philosophical issues they face and the choices they make.

EDPL 400 The Future of the Human Community (3) Examination of the future of our social and cultural institutions for education and child rearing, social and family relationships, health and leisure, information exchange, and the provision of food, clothing, and shelter.

EDPL 401 Educational Technology, Policy, and Social Change (3) Junior standing. Formerly EDPA 401. Examines technology as a complex force which influences social change and the educational development of individuals.

EDPL 440 Educational Media (3) Survey of classroom uses of instructional media. Techniques for integrating media into instruction. Includes preparation of a unit of instruction utilizing professional and teacher-produced media.

EDPL 488 Special Topics in Education Policy and Administration (1-3) Prerequisite: permission of department. Repeatable to 6 credits. Formerly EDPA 488. Special and intensive treatment of current topics and issues in education policy and administration.

EDPL 489 Field Experiences in Education (1-4) Prerequisite: permission of department. Formerly EDPA 489. Planned field experience in education-related activities. Credit not to be granted for experiences accrued prior to registration.

EDPL 498 Special Problems in Education (1-3) Prerequisite: permission of department. Formerly EDPA 498. Available only to students who have definite plans for individual study of approved problems.

EDPL 499 Workshops, Clinics, and Institutes (1-6) Repeatable to 6 credits. Formerly EDPA 499. The following type of educational enterprise may be scheduled under this course heading: Workshops conducted by the College of Education (or developed cooperatively with other colleges and universities) and not otherwise covered in the present course listing; clinical experiences in pupil-testing centers, reading clinics, speech therapy laboratories, and special education centers; institutes developed around specific topics or problems and intended for designated groups such as school superintendents, principals, and supervisors.

EDSP — Education, Special

EDSP 210 Introduction to Special Education (3) Characteristics and needs of children with handicaps. Current issues in special education.

EDSP 288 Special Topics in Teacher Education (1-3) Prerequisite: major in education or permission of department. Repeatable to 6 credits if content differs.

EDSP 298 Special Problems in Teacher Education (1-6) Prerequisite: permission of department. Available only to freshmen and sophomore education majors who have definite plans for individual study of approved problems relative to their preparation for teaching. Credit according to extent of work.

EDSP 330 Families and the Education of Handicapped Children (3) Prerequisite: EDSP 321 or permission of department. Co-requisites: (EDSP 405, EDSP 424, EDSP 445 or EDSP 463) or permission of department. For EDSP majors only. Emphasis on the impact of handicapped children on families and strategies for communicating and working with families.

EDSP 331 Introduction to Curriculum and Instructional Methods in Special (3) Education Prerequisites: EDSP 320 and EDSP 321. Pre- or co-requisites: EDSP 332; EDSP 333; and EDSP 443. For EDSP majors only. Instructional principles and programs in special education.

EDSP 332 Interdisciplinary Communication in Special Education (3) Prerequisites: EDSP 320; and EDSP 321. Pre- or co-requisites: EDSP 331; EDSP 333; and EDSP 443. For EDSP majors only. Terminology, procedures and professional roles specific to persons providing services to handicapped children.

EDSP 349 Student Teaching of Exceptional Children (8) For EDSP majors only. Student teaching full-time for eight weeks with exceptional children.

EDSP 376 Fundamentals of Sign Language (3) Receptive and expressive skills in American Sign Language. Examination of the causes of deafness, characteristics of deaf education, and aspects of the culture of the deaf community.

EDSP 400 Assessment, Curriculum and Instructional Methods For Students (3) with Severe Disabilities Co-requisites: (EDSP 402 or EDSP 431) or permission of department. Examination of functional assessment procedures, curriculum development and analysis, and instructional techniques for students with severe disabilities.

EDSP 401 Environmental Adaptations for Severely Handicapped Students (3) Pre- or co-requisites: (EDSP 411; and EDSP 412) or (EDSP 430; and EDSP 431). Management problems of and alternatives for severely disabled individuals.

EDSP 402 Field Placement: Severe Disabilities I (2-5) Pre- or co-requisites: (EDSP 400; and EDSP 404) or permission of department. Practicum experience in settings serving severely disabled individuals. Enrollment limited to those admitted to severely handicapped specialty area. Field placement for two to five half-days per week.

EDSP 403 Adaptations for Students with Physical Disabilities (3) Prerequisite: EDSP 400 or permission of department. For EDSP majors only. Assessment, curriculum, and instruction for students with physical disabilities. Focus on etiology, environmental and learning adaptations, and assistive technology.

EDSP 404 Education of Students with Autism (3) Pre- or co-requisites: (EDSP 400 and EDSP 402) or permission of department. Characteristics, needs, assessment, and educational methods for students diagnosed as autistic.

EDSP 405 Field Placement: Severe Disabilities II (2-5) Prerequisite: EDSP 402 or permission of department. Pre- or co-requisites: EDSP 330; and EDSP 403; and EDSP 410 or permission of department. Practicum experience in settings serving severely disabled individuals. Field placement for two to five half-days per week.

EDSP 406 Field Placement I (1-3) For EDSP majors only. Credit will be granted for only one of the following: EDSP 322 or EDSP 406. Formerly EDSP 322. Practicum experience in special education.

EDSP 410 Community Functioning Skills for Students with Severe Disabilities (3) Prerequisites: (EDSP 400; and EDSP 404) or permission of department. Co-requisites: EDSP 330; EDSP 403; and EDSP 405. Assessment, instructional techniques, and curriculum development related to community functioning skills for students with severe disabilities.

EDSP 411 Field Placement: Severe Disabilities III (2-5) Prerequisite: EDSP 405. Pre- or co-requisites: (EDSP 412; and (EDSP 420 or EDSP 460)) or permission of department. Practicum experience in settings serving severely disabled individuals. Field placement for two to five half-days per week.

EDSP 412 Vocational and Transitional Instruction for Students with Severe (3) Disabilities Co-requisites: (EDSP 411 or EDSP 465) or permission of department. Assessment and instructional strategies for developing the vocational and transitional skills of students with severe disabilities.

EDSP 413 Behavior & Classroom Management in Special Education (3) Credit will be granted for only one of the following: EDSP 321 or EDSP 413. Formerly EDSP 321. Use of applied behavior analysis for assessment of behavior and learning environments. Design of behavior and classroom management of students in special education.

EDSP 416 Reading and Writing instruction in Special Education I (3) For EDSP majors only. Assessment and instruction of reading and writing skills for students in special education.

EDSP 417 Student Teaching: Severe Disabilities (4-11) Student teaching, full-time for twelve weeks, with severely disabled individuals. Limited to special education majors admitted to severely handicapped specialty area.

EDSP 418 Seminar: Issues and Research Related to the Instruction of Students with Severe Disabilities (1-3) For EDSP majors only. Repeatable to 6 credits if content differs. Examines the current research related to the instruction of severely disabled individuals.

EDSP 420 Developmental and Behavioral Characteristics of Non-handicapped (3) and Handicapped Infants and Young Children Co-requisites: (EDSP 421 or EDSP 411) or permission of department. Study of the developmental, behavioral, and learning characteristics of non-handicapped and handicapped infants and young preschool children.

EDSP 421 Field Placement: Early Childhood Special Education I (2-4) Pre- or co-requisite: EDSP 420; and EDCI 410. Practicum experience in settings serving preschool handicapped children. Opportunities for studying the patterns of development and learning among non-handicapped and handicapped infants and older preschoolers. Enrollment limited to students admitted to early childhood specialty. Field placement for two or three half-days per week.

EDSP 422 Curriculum and Instruction in Early Childhood Special Education (3) (Moderate to Mild: 3-8 Years) Prerequisites: (EDCI 410; and EDSP 420) or permission of department. Co-requisites: EDSP 330; and EDSP 424. Characteristics, methods and materials for the instruction of young children (ages 3-8) traditionally labeled mild to moderately handicapped.

EDSP 423 Assessment of Preschool Handicapped Children and Infants (3) Prerequisites: EDSP 330; and EDSP 422. Co-requisites: EDSP 430; EDSP 431; and (EDSP 400 or EDSP 441). Current psycho-educational assessment and evaluation procedures used with profoundly to moderately handicapped infants and young preschool children. Psychometric, criterion-referenced, developmental checklists, and automated and ecological assessment procedures. Administration of selected assessment instruments.

EDSP 424 Field Placement: Early Childhood Special Education II (Moderate (2-4) to Mild) Prerequisite: EDSP 421 or permission of department. Pre- or co-requisites: EDSP 330 and EDSP 422. Practicum experience in settings serving young (ages 3 to 8) mild to moderately handicapped children in self-contained and integrated early childhood programs. Opportunities to apply educational methods and materials. Field placement for two to four half-days per week.

EDSP 430 Intervention Techniques and Strategies For Preschool Handicapped (3) Children and Infants/Severe to Moderate, Birth-6 Years) Prerequisites: EDSP 330 and EDSP 422. Co-requisites: EDSP 423; and EDSP 431; and (EDSP 400 or EDSP 441). Current approaches to the treatment of preschool severely to moderately handicapped children.

EDSP 431 Field Placement: Early Childhood Special Education III (Severe (2-4) to Moderate) Prerequisite: EDSP 424 or permission of department. Pre- or co-requisites: EDSP 430; EDSP 423; and (EDSP 400 or EDSP 441). Opportunities to apply techniques, strategies, methods and materials for educating severely to moderately handicapped infants and young children. Field placement for two to four half-days per week.

EDSP 437 Student Teaching: Early Childhood Special Education (4-11) Student teaching, full-time for twelve weeks, with handicapped infants and preschool children. Limited to special education majors in early childhood special education specialty area.

EDSP 438 Seminar: Special Issues in Early Childhood Special Education (1-3) Prerequisite: permission of department. For EDSP majors only. Repeatable to 6 credits if content differs. Study of current issues and research concerning education of preschool handicapped children.

EDSP 440 Assessment and Instructional Design for the Educationally Handicapped: Cognitive and Psychosocial Development (3) Prerequisites: (EDSP 441 and EDCI 456) or permission of department. Pre- or co-requisites: EDSP 330 and EDSP 445. Learning style, cognitive, and problem-solving strategies, and psychosocial behavior of educationally handicapped individuals at elementary to secondary levels. Characteristics, assessment and instruction. Enrollment limited to Special Education majors accepted into educationally handicapped area of specialization.

EDSP 441 Assessment and Instructional Design for the Educationally Handicapped: Oral Language and Communication Disorders (3) Co-requisites: (EDSP 442 or EDSP 431) or permission of department. Characteristics of individuals with oral language and communication disorders, assessment of such disorders and instructional strategies, curricula and materials.

EDSP 442 Field Placement: Educationally Handicapped I (2-4) Pre- or co-requisite: (EDSP 441 and EDCI 456) or permission of department. Practicum experience in settings serving

educationally handicapped individuals. Demonstration of the content of EDSP 441. Enrollment limited to students admitted to educationally handicapped specialty. Field placement for two or three half-days per week.

EDSP 443 Assessment and Instructional Design for the Handicapped: Reading (3) and Written Communication Disorders Prerequisites: (EDSP 320; and EDSP 321) or permission of department. Pre- or co-requisites: EDSP 331; and EDSP 332; and EDSP 333. Characteristics and assessments of individuals with reading and written communication disorders at elementary to secondary levels, and methods of teaching reading and written language skills to such individuals. Adaptation of regular instructional methods and curricula.

EDSP 445 Field Placement: Educationally Handicapped II (2-4) Prerequisite: EDSP 442 or permission of department. Pre- or co-requisites: (EDSP 330; EDSP 440; and EDSP 443). Practicum experience in settings serving educationally handicapped. The application of instructional design and assessment in cognitive development. Field placement for 2-4 half-days per week.

EDSP 446 Instructional Design and Classroom Management Strategies for (3) Secondary Students with Disabilities Pre- or co-requisites: (EDSP 447 or EDSP 465) or permission of department. Instructional methods and classroom management skills necessary to teach middle and high school students with disabilities.

EDSP 447 Field Placement: Educationally Handicapped III (2-4) Prerequisite: EDSP 445 or permission of department. Pre- or co-requisites: EDSP 446; EDSP 450; and EDSP 460. Practicum experience in settings serving educationally handicapped individuals. The application of the content of EDSP 446, EDSP 450 and EDSP 460. Field placement for two to four half-days per week.

EDSP 450 Inclusive Practices in the Schools (3) Co-requisite: EDSP 411 or EDSP 431 or EDSP 447 or EDSP 465. Educational practices regarding inclusive education in the schools for students with and without disabilities.

EDSP 457 Student Teaching: Educationally Handicapped (4-11) For EDSP majors only. Student teaching, full-time for twelve weeks, with educationally handicapped individuals.

EDSP 458 Seminar: Special Issues and Research Related to the Educationally (1-3) Handicapped Repeatable to 6 credits if content differs. Current issues and research concerning the education of educationally handicapped individuals.

EDSP 460 Introduction to Secondary/Transition Special Education (3) Co-requisites: (EDSP 461, EDSP 411, or EDSP 447) or permission of department. For EDSP majors only. Historical and current issues, legislation, and service delivery options for youth with disabilities.

EDSP 461 Field Placement: Secondary/Transition I (2-4) Pre- or co-requisite: EDSP 460. For EDSP majors only. Practicum experience in secondary/transition programs for individuals with disabilities. Field placement for two half-days per week.

EDSP 462 Vocational Assessment and Instruction in Special Education (3) Prerequisite: EDSP 460 or permission of department. Current vocational assessment strategies, interpretation of assessment results, and planning, delivery and evaluation of instruction in vocational education for secondary students with disabilities.

EDSP 463 Field Placement: Secondary/Transition II (2-4) Prerequisite: EDSP 461 or permission of department. Pre- or co-requisite: EDSP 462. For EDSP majors only. Practicum experience in secondary/transition programs for individuals with disabilities. Field placement for three half-days per week.

EDSP 464 Secondary and Transition Methods in Special Education (3) Prerequisite: EDSP 462 or permission of department. Current secondary vocational/special education issues and transition methods including work-study programming, job development, and job coaching.

EDSP 465 Field Placement: Secondary/Transition III (2-4) Prerequisite: EDSP 463. Pre- or co-requisite: EDSP 464. For EDSP majors only. Practicum experience in secondary/transition programs for individuals with disabilities. Field placement for three half days per week.

EDSP 467 Student Teaching: Secondary/Transition (4-11) For EDSP majors only. A full-time twelve week field assignment in a setting providing secondary/transition services to individuals with disabilities. Enrollment is limited to special education majors who have successfully completed coursework in the secondary/transition area of specialization.

EDSP 468 Special Topics Seminar in Secondary/Transition Special Education (1-3) Prerequisite: permission of department. For EDSP majors only. Repeatable to 6 credits if content differs. Current issues and research relating to secondary/transition services for individuals with disabilities.

EDSP 470 Introduction to Special Education (3) Designed to give an understanding of the needs of all types of exceptional children.

EDSP 471 Characteristics of Exceptional Children: Mentally Retarded (3) Prerequisite: EDSP 470 or equivalent. Studies the diagnosis, etiology, physical, social and emotional characteristics of exceptional children.

EDSP 472 Education of Exceptional Children: Mentally Retarded (3) Prerequisite: EDSP 471 or equivalent. Offers practical and specific methods of teaching exceptional children. Selected observation of actual teaching may be arranged.

EDSP 473 Curriculum For Exceptional Children: Mentally Retarded (3) Prerequisite: EDSP 471 or equivalent. Examines the principles and objectives guiding curriculum for exceptional children; gives experience in developing curriculum; studies various curricula currently in use.

EDSP 475 Education of the Slow Learner (3) Studies the characteristics of the slow learner and those educational practices which are appropriate for the child who is functioning as a slow learner.

EDSP 476 Communicating with Sign Language (3) Prerequisite: EDSP 376 or permission of department. Intermediate level receptive/expressive skills in American Sign Language. Aspects of the culture, history, and research perspectives of the deaf community.

EDSP 480 Microcomputers in Special Education (3) Credit will be granted for only one of the following: EDCI 385, EDCI 487, EDCI 406, EDIT 477, or EDSP 480. Microcomputers for the education of handicapped individuals.

EDSP 481 Characteristics of Exceptional Children: Gifted and Talented (3) Prerequisite: EDSP 470 or equivalent. Studies the diagnosis, etiology, physical, social, and emotional characteristics of gifted and talented children.

EDSP 482 Education of Exceptional Children: Gifted and Talented (3) Prerequisite: EDSP 481 or equivalent. Offers practical and specific methods of teaching gifted and talented children. Selected observation of actual teaching may be arranged.

EDSP 483 Curriculum For Exceptional Children: Gifted and Talented (3) Prerequisite: EDSP 481 or equivalent. Examines the principles and objectives guiding current curriculum for gifted and talented children; gives experience in developing curriculum; studies various curricula currently in use.

EDSP 488 Selected Topics in Teacher Education (1-3) Prerequisite: major in education or permission of department. Repeatable to 6 credits if content differs.

EDSP 489 Field Experiences in Special Education (1-4) Prerequisite: permission of department. Planned field experience in education-related activities. Credit not to be granted for experiences accrued prior to registration.

EDSP 491 Characteristics of Learning Disabled Students (3) Prerequisite: EDSP 470 or permission of department. Diagnosis, etiology, physical, social, and emotional characteristics of learning disabled students.

EDSP 492 Education of Learning Disabled Students (3) Prerequisite: EDSP 491 or permission of department. Methods of teaching learning disabled children.

EDSP 493 Curriculum For Exceptional Children: Learning Disabilities (3) Prerequisite: EDSP 492 or equivalent. Principles and objectives guiding curriculum for children with learning disabilities; gives experience in developing curriculum; studies various curricula currently in use.

EDSP 498 Special Problems in Special Education (1-6) Prerequisite: permission of department. Available only to education majors who have definite plans for individual study of approved problems. Credit according to extent of work.

EDSP 499 Workshops, Clinics, and Institutes in Special Education (1-6) Repeatable to 6 credits if content differs. The following type of educational enterprise may be scheduled under this course heading: workshops conducted by the special education department (or developed cooperatively with other departments, colleges and universities) and not otherwise covered in the present course listing. Laboratories, and special education centers; institutes developed around specific topics or problems and intended for designated groups such as school superintendents, principals and supervisors.

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EDUC — Education

EDUC 388 Special Topics in Education (1-3) Prerequisite: permission of department. Repeatable to 6 credits if content differs.

EDUC 498 Selected Topics in Education (1-3) Prerequisite: permission of college. Repeatable to 9 credits if content differs. Current topics and issues in education.

EDUC 499 Honors Thesis (1-6) Prerequisites: admission to College Honors Program and permission of college. Individual thesis work under supervision of faculty advisors; includes periodic seminar meetings with other honors students engaged in thesis work.

ENAE — Engineering, Aerospace

ENAE 100 The Aerospace Engineering Profession (1) Recommended: ENES 100 and MATH 140. Overview of salient aspects of professional practice of aerospace engineering. Introduction to the range of technical expertise needed to succeed in the profession and the objectives of the various parts of the aerospace engineering program at UMCP in supporting students' efforts in gaining the required knowledge and skills. Familiarization with departmental faculty and their areas of research, creation of links with other students, professional society student chapters, and available resources. Discussion of ethical issues, business requirements, and their interactions with technical developments.

ENAE 202 Aerospace Computing (2) Also offered as ENCE 202. Introduction to basic computational tools for the solution of engineering problems. FORTRAN programming including programs and subprograms, do loops, arrays, subscripted variables, functions and subroutines. Computational/symbolic processing packages are introduced in the context of engineering analysis.

ENAE 261 Aerospace Analysis and Computation (3) Prerequisites: CHEM 103, ENAE 202, ENES 100, ENES 102, and PHYS 161. Co-requisite: MATH 241. ENAE majors only or permission of department. Introduction of linear algebra, vector spaces, matrices, linear mappings, determinants, eigenvalues and eigenvectors, finite differences, numerical differentiation and integration, differential and difference equations, boundary value problems, random variables and probability distributions, sampling theory, estimation theory, applications to aerospace engineering problems.

ENAE 283 Introduction to Aerospace Systems (3) Prerequisites: PHYS 161 ENES 100 and ENES 102. Co-requisites: ENAE 261 and PHYS 262. For ENAE majors only. Introduction to airplanes and space vehicles as aerospace systems. Fundamentals that describe these systems. Elements of aerodynamics, airfoils and wings. Airplane performance, stability and control. Aircraft and rocket propulsion. Fundamentals of orbital motion. Aspects of vehicle conceptual design.

ENAE 301 Dynamics of Aerospace Systems (3) Prerequisites: ENAE 281; ENAE 282; ENES 221; MATH 246; and PHYS 263. Co-requisite: ENAE 321. ENAE majors only or permission of department. Kinematics and dynamics of three dimension motion of point masses and rigid bodies with introduction to more general systems. Primary emphasis on Newtonian methods with introduction to Lagrange's equations and Hamilton's principle. Practice in numerical solutions of equations of motion using MATLAB or similar high level computer mathematics systems.

ENAE 311 Aerodynamics I (3) Prerequisites: ENAE 281; ENES 221; and MATH 246. Co-requisite: ENME 223. ENAE majors only or permission of department. Formerly ENAE 471. Fundamentals of aerodynamics. Elements of compressible flow. Normal and oblique shock waves. Flows through nozzles, diffusers and wind tunnels. Elements of the method of characteristics and finite difference solutions for compressible flows. Aspects of hypersonic flow.

ENAE 324 Aerospace Structures (4) Prerequisite: ENES 220. For ENAE majors only. Credit will be granted for only one of the following: ENAE 322 or ENAE 324. Formerly ENAE 322. Analysis of torsion, beam bending, plate bending, buckling and their application to aerospace.

ENAE 362 Aerospace Instrumentation and Experimentation (3) Two hours of lecture and three hours of laboratory per week. Prerequisites: grades of C or better in PHYS 263, ENAE 261, ENAE 281, ENAE 282, ENES 221, and MATH 246. Co-requisites: ENME 232, ENAE 301, ENAE 311, and ENAE 321. Junior standing. For ENAE majors only. Measurement philosophy, statistical handling of experimental data. Sensing devices, associated signal conditioning and signal processing used to carry out experiments in aerospace engineering. Includes metrology, machine tool measurements, bridge circuits, optical devices, computer based data acquisition. Topics chosen to support measurements in aerodynamics, flight structures, and flight control.

ENAE 398 Honors Research Project (1-3)

ENAE 403 Aircraft Flight Dynamics (3) Prerequisites: ENAE 432; and ENAE 414. ENAE majors only or permission of department. Study of motion of aircraft, equations of motion, aerodynamic force representation, longitudinal and lateral motions, response to controls and to atmospheric disturbances, handling qualities criteria and other figures of merit.

ENAE 404 Space Flight Dynamics (3) Prerequisite: ENAE 301. ENAE majors only or permission of department. Three-dimensional motion under central fields. Solutions to orbital motion, orbital elements, time elements. Kepler's laws. Orbital maneuvering, rendezvous and station-keeping. Rigid-body attitude dynamics, spacecraft attitude dynamics.

ENAE 414 Aerodynamics II (3) Prerequisite: ENAE 311. ENAE majors only or permission of department. Junior standing. Formerly ENAE 371. Aerodynamics of inviscid incompressible flows. Aerodynamic forces and moments. Fluid statics/buoyancy force. Vorticity, circulation, the stream function and the velocity potential. Bernoulli's and Laplace's equations. Flows in low speed wind tunnels and airspeed measurement. Potential flows involving sources and sinks, doublets, and vortices. Development of the theory of airfoils and wings.

ENAE 416 Viscous Flow and Aerodynamic Heating (3) Prerequisite: ENAE 311. Recommended: ENAE 414. ENAE majors only or permission of department. Derivation of the conservation equations and applications to viscous flows while the energy equation is simplified for conduction in solids. Exact and approximate solutions for steady and unsteady conduction. Exact solutions for channel flow, couette flow, pipe flow and stagnation point flows. Boundary layer simplifications and exact solutions of the boundary layer equations for flat plates and self similar flows. Approximate and integral solutions of the boundary layer equations. Emphasis on aerodynamic heating and thermal control.

ENAE 423 Vibration and Aeroelasticity (3) Prerequisite: ENAE 322. ENAE majors only or permission of department. Continuation of ENAE 322. Dynamic response of single and multiple degrees of freedom systems, finite element modeling, wing divergence, aileron reversal, wing and panel flutter.

ENAE 424 Design and Manufacture of Composite Prototypes (3) Two hours of lecture and three hours of laboratory per week. Co-requisite: ENAE 322 or equivalent. Manufacturing practices involving composites. Developing a manufacturing process for a composite component integrating the many aspects including cost, schedule, performance. Student teams provide oral and written reports of the design and manufacture of a composite prototype.

ENAE 425 Mechanics of Composite Structures (3) Co-requisite: ENAE 423. Introduction to structures composed of composite materials and their applications in aerospace. In particular, filamentary composite materials are studied. Material types and fabrication techniques, material properties, micro-mechanics, anisotropic elasticity, introduction to failure concepts.

ENAE 426 Computer-Aided Structural Analysis and Design (3) Prerequisite: ENAE 423. ENAE majors only or permission of department. Provides an understanding of the application of the finite element method (FEM) through the use of a general purpose FEM computer software to perform Static and Normal Modes Analysis.

ENAE 432 Control of Aerospace Systems (3) Prerequisite: grade of C or better in ENAE 281; ENAE 282; ENES 221; MATH 246; and ENAE 301. Junior standing. Formerly ENAE 332. An introduction to the feedback control of dynamic systems. Laplace transforms and transfer function techniques; frequency response and Bode diagrams. Stability analysis via Root Locus and Nyquist techniques. Performance specifications in time and frequency domains, and design of compensation strategies to meet performance goals.

ENAE 441 Space Navigation and Guidance (3) Prerequisites: ENAE 432 and ENAE 404. ENAE majors only or permission of department. Principles of navigation. Celestial, radio, and inertial navigation schemes. Navigational and guidance requirements for orbital, planetary, and atmospheric entry missions. Fundamentals of communications and information theory. Link budgets, antennas and telemetry systems.

ENAE 455 Aircraft Propulsion and Power (3) Prerequisite: ENAE 414. ENAE majors only or permission of department. Thermodynamic cycle analysis, aerothermochemistry of fuels and propellants, operating principles of piston, turbojet, fanjet, and other variations of air-breathing aircraft power units.

ENAE 457 Space Propulsion and Power (3) Prerequisites: ENAE 311 and PHYS 263. ENAE majors only or permission of department. Senior standing. Thermodynamic cycle analysis, aerothermochemistry of fuels and propellants, operating principles of rocket, ion, and other exoatmospheric power units.

ENAE 464 Aerospace Engineering Laboratory (3) Two hours of lecture and three hours of laboratory per week. Prerequisites: ENAE 311; and ENAE 322; and ENAE 432; and ENAE 362. ENAE majors only or permission of department. Application of fundamental measuring techniques to measurements in aerospace engineering. Includes experiments in aerodynamics, structures, propulsion, flight dynamics and astrodynamics. Correlation of theory with experimental results.

ENAE 471 Aircraft Flight Testing (3) Prerequisites: ENAE 311 and ENAE 414; Pre- and co-requisite: ENAE 403. Co-requisites: ENAE 414. For ENAE majors only. Introduction to aircraft flight testing and airplane performance estimation. Different concepts in aerodynamics, dynamics and control as it relates to flight testing and design of aircraft. Specific emphasis will be placed on single engine general aviation type aircraft.

ENAE 481 Principles of Aircraft Design (3) Prerequisites: ENAE 322; and ENAE 432; and ENAE 362; and ENAE 414. ENAE majors only or permission of department. Aircraft design principles blending both synthesis and analysis. The iterative nature of the design process. Applied aerodynamics. Elements of aircraft performance calculation and optimization. Design of aircraft including payload, crew and avionics provisions, propulsion selection and sizing, aerodynamic configuration optimization, mass properties, stability and control characteristics, and vehicle subsystems. Individual student projects in aircraft design.

ENAE 482 Aeronautical Systems Design (3) Two hours of lecture and three hours of laboratory per week. Prerequisites: ENAE 403; ENAE 423; ENAE 455; and ENAE 481. Senior standing. For ENAE majors only. Senior capstone design course in the aeronautics track. Introduction of computerized methods for sizing and performance analysis. More comprehensive methods to predict weight, aerodynamics and propulsion system characteristics. Consideration in design disciplines such as vulnerability, maintainability, producibility, etc. Groups of students will complete, brief and report on a major design study to specific requirements.

ENAE 483 Principles of Space Systems Design (3) Prerequisites: ENAE 322; and ENAE 432; and ENAE 362; and ENAE 404. ENAE majors only or permission of department. Principles of space systems analysis and vehicle design. Launch vehicle performance analysis and optimization. Design of vehicle systems including avionics, power, propulsion, life support, human factors, structures, actuator and mechanisms, and thermal control. Design processes and design synthesis. Individual student projects in vehicle design.

ENAE 484 Space Systems Design (3) Three hours of lecture and six hours of discussion/recitation per week. Prerequisites: ENAE 423; ENAE 441; ENAE 457; ENAE 483. For ENAE majors only. Senior capstone design course in the space track. Group preliminary design of a space system, including system and subsystem design, configuration control, costing, risk analysis, and programmatic development. Course also emphasizes written and oral engineering communications.

ENAE 488 Topics in Aerospace Engineering (1-4) Technical elective taken with the permission of the student's advisor and instructor. Lecture and conference courses designed to extend the student's understanding of aerospace engineering. Current topics are emphasized.

ENAE 499 Elective Research (1-3) Prerequisites: senior standing in ENAE major and permission of department, instructor, and student's advisor. Repeatable to 6 credits. Original research projects terminating in a written report.

ENBE — Biological Resources Engineering

ENBE 100 Basic Biological Resources Engineering Technology (3) For non-engineering majors. Formerly ENAG 100. An introduction to the applications of engineering concepts to biology, agriculture, and environment. Topics include quantification measurements, mechanical, thermal, fluid, and electrical principles.

ENBE 110 Introduction to Biological Resources Engineering (1) One hour of lecture and one hour of laboratory per week. Biological engineering applications, including aquaculture, bio-instrumentation, biomedicine, biotechnology, environment, food, and plant growth. Simple laboratory experiments will illustrate important techniques used by biological engineers.

ENBE 200 Fundamentals of Agricultural Mechanics (3) Two hours of lecture and four hours of laboratory per week. Formerly ENAG 200. Study of hand tools and power shop equipment as they relate to mechanized agriculture, in tool fitting, plumbing, wood and metal working, welding, brazing, soldering, hot and cold sheet metal, electricity, construction and building materials, sketching, drawing and using plans for construction. Emphasis is upon the development of orderly and safe shop procedures.

ENBE 232 Water, A Renewable Resource (3) For non-engineering students. Formerly ENAG 232. Occurrence and distribution of water. Review of both natural and man-made water resource systems. Basics of water quality and waste water treatment.

ENBE 234 Principles of Erosion and Water Control (1) Introduction to principles of estimating runoff and erosion. Engineering principles necessary to control erosion and runoff from agricultural areas. For non-engineering students.

ENBE 236 Design of Drainage Systems (1) Effect of drainage on crop production and quality. Design of agricultural drainage systems. For non-engineering students.

ENBE 237 Design of Irrigation Systems (1) Principles and practices of agricultural irrigation, including types of irrigation systems, soil water concepts, computing evapotranspiration, irrigation scheduling and design of a sprinkler irrigation system. For non-engineering students.

ENBE 241 Computer Use in Bioresource Engineering (3) Two hours of lecture and two hours of laboratory per week. Prerequisite: permission of department. Application of computer technology to biological and natural resource systems considering engineering aspects. Designed to help students in the use of computer technology for problem solving. The course will cover 4-5 software packages important for later use by the student.

ENBE 305 Farm Mechanics (2) For agricultural education majors only. Senior standing. Formerly ENAG 305. Two laboratory periods a week. This course consists of laboratory exercises in practical farm shop and farm equipment maintenance, repair, and construction projects, and a study of the principles of shop organization and administration.

ENBE 315 Energy: Its Effects on Agriculture and Food (3) Formerly ENAG 315. Introduction to the current energy problems in agricultural production and food supply. Energy issues, alternate sources of energy, energy conservation practices, possible solutions and limitations.

ENBE 388 Honors Thesis Research (3-6) Prerequisite: Admission to AGNR or ENGR Honors Program. Repeatable to 6 credits if content differs. Undergraduate honors thesis research conducted under the direction of an AGNR faculty member in partial fulfillment of the requirements of the College of AGNR Honors Program. The thesis will be defended to a faculty committee.

ENBE 414 Mechanics of Food Processing (4) Prerequisite: PHYS 121. Formerly ENAG 414. Three lectures and one laboratory per week. Applications in the processing and preservation of foods, of power transmission, hydraulics, electricity, thermodynamics, refrigeration, instruments and controls, materials handling and time and motion analysis.

ENBE 415 Bioengineering of Exercise Response (3) Prerequisite: Math 246 or permission of department. Exercise physiology in quantitative terms. Modeling and prediction of cardiovascular, respiratory, thermoregulatory, bio-mechanical, and metabolic aspects of human exercise responses.

ENBE 422 Water Resources Engineering (3) Prerequisite: ENBE 342 or ENCE 330; or permission of department. Formerly ENAG 422. Applications of engineering and soil sciences in erosion control, drainage, irrigation and watershed management. Principles of agricultural hydrology and design of water control and conveyance systems.

ENBE 435 Aquacultural Engineering (3) Prerequisite: Algebra, ability to read and interpolate graphical material and one semester each of college physics and college chemistry; and permission of department. Formerly ENAG 435. The course will explore the natural aquatic environment and how aquatic organisms are affected by this environment. The course will then explore way to modify aquatic environments, especially in recirculating systems, and will explore ways to increase production of fish with less water usage. Components of recirculating systems including water filtration, pumps, aerators, level and flow meters, and other system components will be described and their operating principals explored.

ENBE 451 Water Quality: Field and Lab Analysis Methods (3) Two hours of lecture and three hours of laboratory per week. Prerequisites: CHEM 103 and (CHEM 104 or CHEM 113). Also offered as NRMT 451. Credit will be granted for only one of the following: ENBE 451 or NRMT 451. Hands-on experience with techniques for assessing physical, chemical, and biological characteristics of surface waters, including streams, lakes, and wetlands. Emphasis is placed on understanding effects of water quality on ecosystem structure and function.

ENBE 453 Introduction to Biological Materials (3) Prerequisite: ENES 220 or equivalent. Basic engineering properties of biological materials, including animal tissues and agricultural products, and of traditional engineering materials such as metals, ceramics, alloys, and polymers. Course includes limited laboratory experiences.

ENBE 454 Biological Process Engineering (4) Prerequisites: MATH 246 and ENBE 342 or equivalent, and one semester of life sciences, or permission of department. Formerly ENAG 454. Fluid flow, heat transfer, and mass transfer with applications in medicine, environment, biotechnology, food, agriculture, and other bio-systems. Design of solutions to current problems in biological engineering is emphasized.

ENBE 455 Basic Electronic Design (3) Two hours of lecture and two hours of laboratory per week. Prerequisite: PHYS 142 or equivalent, MATH 246, and ENBE 241. Familiarization with basic electronic circuits and the ability to produce simple electronic designs.

ENBE 456 Biomedical Instrumentation (3) Two hours of lecture and two hours of laboratory per week. Prerequisite: ENBE 455, one course in human physiology, or permission of department. Study of biomedical instrumentation and biomedical equipment technology. How biomedical equipment is used to measure information from the human body. Hands-on experience with representative biomedical equipment.

ENBE 462 Nonpoint Source Pollution Assessment Techniques (3) Prerequisite: one course in hydrology or permission of department. Various techniques to identify and measure non-point source pollution. Primary focus is on agriculture and water.

ENBE 471 Biological Systems Control (3) Two hours of lecture and two hours of laboratory per week. Prerequisite: ENBE 455, one course in biological sciences or permission of department. Principles of control systems designed by biological engineers and analysis of control mechanisms found in biological organisms. Apparent control strategies used by biological systems will be covered.

ENBE 481 Creative Design with CAD/CAM (3) Two hours of lecture and two hours of laboratory per week. Formerly ENAG 481. Computer aided design (CAD) techniques applicable to a wide range of engineering applications.

ENBE 482 Dynamics of Biological Systems (1) Prerequisite: ENBE 454 or equivalent. Force-acceleration, work energy, and impulse-momentum relationships important for biological systems and whole-body organisms.

ENBE 484 Biosystems Responses to Environmental Stimuli (3) Two hours of lecture and one hour of laboratory per week. Prerequisite: ENBE 454 or permission of department. Descriptions of responses of biological systems to external stimuli, including temperature, water, atmosphere, light, chemicals, social interactions, and others. Mathematical models and engineering concepts applied to living systems. Useful to be able to analyze biological systems and design products and processes dealing with or intended for biological systems or organisms.

ENBE 485 Capstone Design I (1) One hour of lecture per week. Prerequisite: ENBE 454, ENBE 455, and permission of department. Senior standing. For ENBE majors only. To complete the curriculum of an undergraduate engineer, design procedures and professional concerns will be presented. Students will begin planning and designing their capstone projects. CORE capstone credit for ENBE 485 and ENBE 486 will not be awarded until satisfactory completion of ENBE 486.

ENBE 486 Capstone Design II (2) Two hours of lecture per week. Prerequisite: ENBE 485 taken in the immediately preceding semester. Senior standing. For ENBE majors only. To complete the curriculum of an undergraduate engineer, design procedures and professional concerns will be presented. A complete, comprehensive, and professional design project will be realized by the student. CORE Capstone credit for ENBE 485 and ENBE 486 will not be awarded until satisfactory completion of ENBE 486.

ENBE 488 Special Topics in Biological Engineering (1-4) Prerequisite: permission of department. Lecture and conference courses designed to extend the student's understanding of biological resources engineering. Current topics are emphasized.

ENBE 489 Special Problems in Biological Engineering (1-3) Prerequisite: permission of department. Student will select an engineering problem and prepare a technical report. The problem may include design, experimentation, and/or data analysis.

ENBE 499 Special Problems in Agricultural Engineering Technology (1-3) Prerequisite: permission of department. Formerly ENAG 499. Not acceptable for majors in agricultural engineering. Problems assigned in proportion to credit.

ENCE — Engineering, Civil

ENCE 202 Computation Methods in Civil Engineering I (3) Prerequisites: MATH 141, ENES 102, and ENES 100. For ENCE majors only. Formerly ENCE 201. Introduction to basic computational tools for the solution of engineering problems. Spreadsheet and computational/symbolic processing packages

are introduced in the context of engineering economic analysis and project evaluation. Introduction to event-driven structured programming.

ENCE 203 Computation Methods in Civil Engineering II (3) Prerequisites: MATH 241 and ENES 220. Co-requisite: MATH 246. For ENCE majors only. Formerly ENCE 301. Elementary numerical analysis: roots of equations, systems of linear algebraic equations, curve fitting, integration, and solution of ordinary differential equations. Numerical techniques are presented in the context of engineering applications, and example problems are solved using a variety of computer-based tools (structure programming, spreadsheet, and computational/symbolic processing software packages).

ENCE 300 Fundamentals of Engineering Materials (3) Two hours of lecture and one hour of laboratory per week. Pre- or co-requisite: ENES 220. Properties and constitution of the principal materials used in civil engineering. Laboratory tests for these properties, interpretation of test results and of specifications.

ENCE 302 Probability and Statistics for Civil Engineers (3) Prerequisites: ENCE 203 and MATH 246. For ENCE majors only. Introductory probability and statistics course, probability theory, distributions, random variables, statistical analysis, confidence intervals, and hypothesis testing.

ENCE 315 Introduction to Environmental Engineering (3) Prerequisites: (CHEM 103 or CHEM 133); and PHYS 161. Not open to ENGR students who have completed ENCE 221. Formerly ENCE 221. Physical, chemical, and biological systems relating to the quality of land, water, and air environments. Current environmental pollution problems will be examined and methods of pollution abatement discussed.

ENCE 320 Engineering Project Management (3) Prerequisite: permission of department. For ENCE majors only. A course designed to expose students to the techniques of engineering project management and to develop analytical skills necessary on the management side of engineering projects. Topics include economic analysis, project screening and selection, organizational and project structure, scheduling, budgeting, resource management, life cycle costing, and project control.

ENCE 330 Basic Fluid Mechanics (3) Prerequisites: ENES 220; ENES 221; and PHYS 262. The study of fluids at rest and in motion. Principles of viscous and turbulent flow. Impulse and momentum concepts. Pumps, turbines and meters. Dimensional analysis and laws of similarity.

ENCE 340 Fundamentals of Soil Mechanics (3) Prerequisite: ENES 220. For ENCE majors only. Introductory study of soils in civil engineering. Soil origin, phase relationships and classification schemes. Soil hydraulics: capillary, effective stress, permeability and seepage considerations. Basic stress distribution theories and soil consolidation-settlement analysis. Integration of shear strength evaluation with slope stability analysis.

ENCE 353 Introduction to Structural Analysis (3) Prerequisite: ENES 220. Co-requisite: ENCE 203. For ENCE majors (09080) only. Credit will be granted for only one of the following: ENCE 255 or ENCE 353. Formerly ENCE 255. Methods of analysis of statically determinate and indeterminate structures for fixed and moving loads. Equations of equilibrium and compatibility. Influence lines, shear and moment envelopes. Analysis of forces and deflections in structures by methods of moment distribution, consistent deformation, and virtual work.

ENCE 355 Introduction to Structural Design (3) Prerequisite: ENCE 300. For ENCE majors only. Structural design of members for buildings and bridges subjected to tensions, compression, shear and bending. Materials: structural steel and reinforced concrete. Design of welded and bolted connections. Placement of reinforcing bars in concrete members.

ENCE 370 Fundamentals of Transportation Engineering (3) Prerequisites: MATH 141 and PHYS 262. Engineering problems of transportation by highways, airways, pipelines, railways, and waterways. Elementary dynamics of traffic and functional consideration of routes and terminals.

ENCE 398 Honors Research Project (1-3)

ENCE 410 Advanced Strength of Materials (3) Prerequisites: ENCE 353; and MATH 246. For ENCE majors only. Behavior of structural members under load. Straight and curved beam analysis, unsymmetrical bending, shear center, beams on elastic foundation. Tensions of solid and thin walled members. Applied elasticity and stress-strain relations. Advanced topics in mechanics.

ENCE 420 Construction Equipment and Methods (3) Prerequisite: ENCE 320. Senior standing. For ENCE majors only. Evaluation and selection of equipment and methods for construction of projects, including earthmoving, paving, steel and concrete construction, formwork, trenching, cofferdams, rock excavation, tunneling, site preparation and organization. Design of formwork, trench supports, and cofferdams.

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ENCE 423 Project Estimating, Planning and Control (3) Two hours of lecture and two hours of laboratory per week. Prerequisite: ENCE 320. For ENCE majors only. Application of planning and scheduling techniques for construction work; introduction to resource leveling and time-cost tradeoffs; cost estimating, cost indices, parametric estimates, unit price estimates.

ENCE 425 Decision Analysis for Engineering (3) Prerequisite: ENCE 320. For ENCE majors only. Probability Basics. Subjective Probability. Theoretical Probability Models. Using Data. Introduction to Decision Analysis. Elements of Decision Problems. Structuring Decisions. Making Choices. Sensitivity Analysis. Creativity and Decision-Making. Monte Carlo Simulation. Value of Information. Risk-Based Systems Engineering.

ENCE 430 Flow in Open Channels and Conveyance Structures (3) Two hours of lecture and two hours of laboratory per week. Prerequisite: ENCE 330. For ENCE majors only. Application of theoretical, experimental and computer simulation techniques in the design of open channels and conveyance structures including transitions, spillways, culverts, weirs, and bridge openings. Uniform and non-uniform flows under subcritical or supercritical conditions. Analysis of unsteady, spatially varied overland and channel flows. Laboratories will emphasize techniques to improve understanding of complex flow phenomena and to provide design information.

ENCE 431 Surface Water Hydrology (3) Prerequisite: ENCE 330. Study of the physical processes of the hydrologic cycle. Hydrometeorology, concepts of weather modification, evaporation and transpiration infiltration studies, runoff computations, flood routing, reservoir requirements, emphasis on process simulation as a tool in the water resource development.

ENCE 432 Ground Water Hydrology (3) Prerequisite: ENCE 330. Concepts related to the development of the ground water resource, hydrogeology, hydrodynamics of flow through porous media, hydraulics of wells, artificial recharge, sea water intrusion, basin-wide ground water development.

ENCE 433 Environmental Engineering Analysis (3) Two hours of lecture and two hours of laboratory per week. Prerequisites: CHEM 133 and ENES 221 and CHEM 233. The theory and analytical techniques used in evaluating man's environment. Emphasis on quantitative, physical, electroanalytical and organic chemistry as applied to chemical analysis of water.

ENCE 435 Sanitary Engineering Analysis and Design (3) Two hours of lecture and two hours of laboratory per week. Prerequisites: ENES 221 and ENCE 330 and CHEM 233. The application of sanitary analysis and fundamental principles to the design and operation of water and waste water treatment plants and the control of stream pollution.

ENCE 436 Drinking Water Treatment (3) Prerequisites: ENCE 315 and CHEM 233. Basic theory and practical design considerations for unit processes involved in drinking water treatment. The physicochemical operations considered include coagulation/flocculation, sedimentation, filtration, adsorption, ion exchange, aeration, and disinfection.

ENCE 440 Engineering Soil Tests (3) Two hours of lecture and two hours of laboratory per week. Prerequisite: ENCE 340. For ENCE majors only. Review of major soil tests and their interpretation for engineering purposes. Engineering classification tests (Atterberg limits, grain-size distribution, specific gravity), permeability and seepage properties, in-situ and lab density-moisture tests, soil strength (penetrometers, vane shear, CBR, unconfined compression, direct shear and triaxial) and compressibility characteristics.

ENCE 441 Soil-Foundation Systems (3) Prerequisite: ENCE 340. Review of classical lateral earth pressure theories, analysis of braced excavation systems, cantilever and anchored sheet piling design, bearing capacity of shallow foundations (footings and mats) design of deep pile foundations to include pile capacity and pile group action.

ENCE 442 Highway and Airfield Pavement Design (3) Prerequisite: ENCE 340. Principles relative to the design, construction and rehabilitation of highway and airfield pavement systems. Introduction to multi-layered elastic and slab theories, properties of pavement materials and methods of characterization, stochastic treatment of design variables, economic principles of design alternatives and the effect of environment upon pavement performance. Review of existing rigid and flexible design methods as well as major fundamentals relative to the rehabilitation of existing pavement systems.

ENCE 453 Computer-Aided Structural Analysis (3) Two hours of lecture and one hour of laboratory per week. Prerequisite: ENCE 353. For ENCE majors only. Computer-aided analysis of structural systems. Unified matrix formulation of stiffness and flexibility methods. Slope deflection method. Evaluation of truss, frame, and grid systems. Non-prismatic and curved elements. Error analysis and determination of ill-conditions.

Introduction to finite element methods; formulation of simple two-dimensional elements. In laboratory, use and development of CAD software.

ENCE 454 Design of Concrete Structures (3) Prerequisites: ENCE 353; and ENCE 355. For ENCE majors only. Formerly ENCE 451. Combined bending and compression, development and anchorage of reinforcement, deflections, design of slabs including one-way and two-way, design of footings, retaining walls, introduction to prestressed concrete, design of multi-story buildings.

ENCE 455 Design of Steel Structures (3) Prerequisites: ENCE 353; and ENCE 355. For ENCE majors only. Behavior and design of members subjected to fatigue, and combined bending and compression; plate girders, composite beams, open-web joists and connections. Methods of allowable stress design, and load and resistance factor design. Elements of plastic analysis and design. Framing systems and loads for industrial buildings and bridges.

ENCE 463 Engineering Economics and Systems Analysis (3) Prerequisites: ENCE 202 and ENCE 203. For ENCE majors only. Development and application of engineering economic principles to engineering problems. Evaluations of design alternatives. Deterministic modeling and optimization with emphasis in civil engineering applications simulation modeling.

ENCE 465 Geographic Information Systems for Planning and Design Models (3) Prerequisites: ENCE 202 and ENCE 203. Senior standing. For ENCE majors only. Application of computer-centered techniques to develop, manage, and interpret multi-dimensional data bases required for large scale projects in transportation, water resources, and environmental engineering. Translation of digital format data from remote sensing or conventional sources to quantitative information. Required for spatially distributed simulation models. Use of instructional geographic information systems and image processing software on personal computers.

ENCE 466 Design of Civil Engineering Systems (3) One hour of lecture, two hours of laboratory, and one hour of discussion/recitation per week. Prerequisites: ENCE 353 or ENCE 355, ENCE 315, ENCE 320, ENCE 330, ENCE 340, ENCE 370 or permission of department. Senior standing. For ENCE majors only. A major civil engineering design experience that emphasizes development of student creativity, development and use of design methodologies, evaluation of alternate solutions, feasibility considerations, and detailed system descriptions. Realistic design constraints including economic factors, safety, aesthetics, and reliability will be imposed. Students will work in design project groups and be required to exercise oral and written communication skills.

ENCE 470 Highway and Traffic Engineering (3) Two hours of lecture and two hours of laboratory per week. Prerequisite: ENCE 370. For ENCE majors only. Highway location, design, construction and maintenance. Concepts of traffic engineering, traffic flow theory and traffic operations and management.

ENCE 471 Urban Transportation Planning (3) Prerequisite: ENCE 370. For ENCE majors only. Introduction to urban transportation modeling systems. Transportation demand analysis. Trip generation, distributions, mode split, and traffic assignment. Transportation alternative evaluations.

ENCE 472 Transportation Engineering (3) Prerequisite: ENCE 370. For ENCE majors only. Transportation engineering concepts including transportation systems analysis, airport systems, airline and airport operations, water transportation, and mass transportation operations.

ENCE 488 Senior Thesis (3) Senior standing. For ENCE majors only. Advanced study in civil engineering problems with special emphasis on mathematical modeling and experimental methods.

ENCE 489 Special Problems in Civil Engineering (1-4) Senior standing. For ENCE majors only. A course arranged to meet the needs of exceptionally well prepared students for study in a particular field of civil engineering.

ENCH — Engineering, Chemical

ENCH 215 Chemical Engineering Analysis (3) Three hours of lecture and one hour of discussion/recitation per week. Prerequisite: CHEM 133 or CHEM 113. Pre- or co-requisite: MATH 141. Introduction to methods of chemical engineering calculations and analysis. Stoichiometric relations, material and energy balances, and behavior of gases, vapors, liquids and solids. Analytical and computer methods.

ENCH 250 Computer Methods in Chemical Engineering (3) Three hours of lecture and one hour of discussion/recitation per week. Prerequisites: ENES 100; and ENCH 215. Co-requisite: MATH 246. Algorithm development and application of software to the analysis of chemical engineering problems. File management and editing, graphics and numerical methods. Use of spreadsheets, statistics/math software and process simulators for the design of chemical process equipment.

ENCH 300 Chemical Process Thermodynamics (3) Three hours of lecture and one hour of discussion/recitation per week. Prerequisites: CHEM 243; and ENCH 215 and ENCH 250. Pre- or co-requisite: MATH 241. Principles of thermodynamics and their application to engineering problems. First and second laws of thermodynamics, properties of gases, liquids and solids, phase equilibrium, flow and non-flow systems, energy conversion, production of work from heat, thermodynamic analysis of processes, equilibrium stage operations and the thermodynamics of chemically reacting systems.

ENCH 333 Chemical Engineering Seminar (1) Junior standing. Oral and written reports on recent developments in chemical engineering and the process industries.

ENCH 422 Transport Processes I (3) Three hours of lecture and one hour of discussion/recitation per week. Prerequisites: ENCH 215 and ENCH 250. Pre- or co-requisites: MATH 241 and MATH 246. Macroscopic approach to analysis of heat, mass and momentum transfer. Integral balances, mechanical energy equation, Bernoulli's equation. Inter-phase transport. Application to design of process equipment. Radiant heat transfer.

ENCH 424 Transport Processes II (3) Three hours of lecture and one hour of discussion/recitation per week. Prerequisites: ENCH 300 and ENCH 422. Microscopic approach to analysis of heat, mass and momentum transfer Analogies, laws for conduction and convection. Design applications via differential balances and general balance equations. Boundary layer analysis and turbulent flow.

ENCH 426 Transport Processes III (3) Three hours of lecture and one hour of discussion/recitation per week. Prerequisites: ENCH 300 and ENCH 424. Separation by staged operations. Rate dependent separation processes. Design applications in distillation, gas absorption, liquid extraction, drying, adsorption and ion exchange.

ENCH 437 Chemical Engineering Laboratory (3) Six hours of laboratory per week. Prerequisites: ENCH 424; ENCH 440; and ENCH 442. Co-requisite: ENCH 426. Application of chemical engineering process and unit operation principles in small scale semi-commercial equipment. Data from experimental observations are used to evaluate performance and efficiency of operations. Emphasis on correct presentation of results in report form.

ENCH 440 Chemical Engineering Kinetics (3) Three hours of lecture and one hour of discussion/recitation per week. Prerequisites: ENCH 300; ENCH 422; and CHEM 481. Fundamentals of chemical reaction kinetics and their application to the design and operation of chemical reactors. Reaction rate theory, homogeneous reactions and catalysis electrochemical reactions. Catalytic reactor design.

ENCH 442 Chemical Engineering Systems Analysis (3) Three hours of lecture and one hour of discussion/recitation per week. Prerequisites: ENCH 300 and ENCH 422. Co-requisite: ENCH 440. Dynamic response applied to process systems. Goals and modes of control, Laplace transformations, analysis and synthesis of simple control systems, closed loop response, dynamic testing.

ENCH 444 Process Engineering Economics and Design I (3) Prerequisites: ENCH 424; and ENCH 440. Co-requisite: ENCH 426. Principles of chemical engineering economics and process design. Emphasis on equipment types, equipment design principles, capital cost estimation, operating costs, and profitability.

ENCH 446 Process Engineering Economics and Design II (3) Prerequisite: ENCH 444. Application of chemical engineering principles for the design of chemical processing equipment. Typical problems in the design of chemical plants.

ENCH 450 Chemical Process Development (3) Prerequisite: ENCH 424. Chemical process industries from the standpoint of technology, raw materials, products and processing equipment. Operations of major chemical processes and industries combined with quantitative analysis of process requirements and yields.

ENCH 452 Advanced Chemical Engineering Analysis (3) Prerequisite: MATH 246. Co-requisite: ENCH 426. Application of digital and analog computers to chemical engineering problems. Numerical methods, programming, differential equations, curve fitting, amplifiers and analog circuits.

ENCH 453 Applied Mathematics in Chemical Engineering (3) Prerequisite: MATH 246. Co-requisite: ENCH 426. Mathematical techniques applied to the analysis and solution of chemical engineering problems. Use of differentiation, integration, differential equations, partial differential equations and integral transforms. Application of infinite series, numerical and statistical methods.

ENCH 454 Chemical Process Analysis and Optimization (3) Prerequisites: ENCH 440 and MATH 246. Co-requisite: ENCH 426. Applications of mathematical models to the analysis and

optimization of chemical processes. Models based on transport, chemical kinetics and other chemical engineering principles will be employed. Emphasis on evaluation of process alternatives.

ENCH 468 Research (1-3) Prerequisite: permission of both department and instructor. Repeatable to 6 credits. Investigation of a research project under the direction of a faculty member. Comprehensive reports are required.

ENCH 482 Biochemical Engineering (3) Prerequisite: ENCH 440. Introduction to biochemical and microbiological applications to commercial and engineering processes, including industrial fermentation, enzymology, ultra-filtration, food and pharmaceutical processing and resulting waste treatment. Enzyme kinetics, cell growth, energetics and mass transfer.

ENCH 485 Biochemical Engineering Laboratory (3) Six hours of laboratory per week. Prerequisite: ENCH 482. Techniques of measuring pertinent parameters in fermentation reactors, quantification of production variables for primary and secondary metabolites such as enzymes and antibiotics, the insolubilization of enzymes for reactors, and the demonstration of separation techniques such as ultrafiltration and affinity chromatography.

ENCH 490 Introduction to Polymer Science (3) Prerequisites: ENCH 424 and ENCH 440. The elements of the chemistry, physics, processing methods, and engineering applications of polymers.

ENCH 494 Polymer Technology Laboratory (3) One hour of lecture and four hours of laboratory per week. Prerequisite: ENCH 490. Polymer processing and characterization of polymer products. Extrusion, injection molding, blown film production with mechanical, thermal and rheological characterization.

ENCH 496 Processing of Polymer Materials (3) Prerequisite: ENCH 424. Credit will be granted for only one of the following: ENCH 496 or ENMA 496. A comprehensive analysis of the operations carried out on polymeric materials to increase their utility. Conversion operations such as molding, extrusion, blending, film forming, and calendaring. Development of engineering skills required to practice in the high polymer industry.

ENCO — Engineering, Cooperative Education

ENCO 098 Summer Co-op Work Experience Prerequisite: successful completion of freshman and sophomore engineering requirements. Through alternate semesters of full-time work and full-time study, Co-op provides students with a year of practical work experience related to their major. Students should register for ENCO 098 if they are working during a summer semester.

ENCO 099 Co-Op Work Experience Prerequisite: successful completion of freshman and sophomore engineering requirements. Through alternating semesters of full-time and full-time study, Co-op provides students with a year of practical work experience related to their major. Students must register for ENCO 099 if they are working fall or spring semesters.

ENEE — Engineering, Electrical

ENEE 114 Programming Concepts for Engineering (4) Three hours of lecture and two hours of discussion/recitation per week. Prerequisite: ENES 100. For ENEE majors (09090) only. Restricted to students with 60 or less cumulative semester hours. Principles of software development, high level languages, compiling and linking, pseudo-code, input/output, data types and variables, operators and expressions, conditionals and loops, functions, arrays, pointers, structure data types, memory allocation, introduction to algorithms, software projects, debugging, documentation. Programs will use the C language.

ENEE 204 Basic Circuit Theory (3) Two hours of lecture and one hour of discussion/recitation per week. Prerequisite: PHYS 262. Co-requisite: MATH 246. Basic circuit elements: resistors, capacitors, inductors, sources, mutual inductance and transformers; their I-V relationships. Kirchhoff's Laws. DC and AC steady state analysis. Phasors, node and mesh analysis, superposition, theorems of Thevenin and Norton. Transient analysis for first- and second-order circuits.

ENEE 206 Fundamental Electric and Digital Circuit Laboratory (2) One hour of lecture and three hours of laboratory per week. Prerequisite: ENEE 244. Co-requisite: ENEE 204. For ENEE majors 09090 only. Credit will be granted for only one of the following: ENEE 206 or ENEE 305. Formerly ENEE 305. Introduction to basic measurement techniques and electrical laboratory equipment (power supplies, oscilloscopes, voltmeters, etc.) Design, construction, and characterization of circuits containing passive elements, operational amplifiers, and digital integrated circuits. Transient and steady-state response. This course is a prerequisite to all upper level ENEE laboratories.

ENEE 241 Numerical Techniques in Engineering (3) Three hours of lecture and one hour of discussion/recitation per week. Prerequisite: MATH 141; and [ENEE 114 or CMSC 106 or equivalent] Restricted to Engineering, Math and Physics majors only. Also offered as MATH 242. Credit will be granted for only one of the following: ENES 240 or ENEE241 or MATH 242. Formerly ENES 240. Introduction to error analysis, conditioning and stability of algorithms. Numerical solution of nonlinear equations. Vector spaces and linear transformations. Matrix algebra. Gaussian elimination. LU factorization, matrix inversion. Similarity transformations and diagonalization. Iterative computation of eigenvalues. Interpolation; splines; data fitting. Numerical integration.

ENEE 244 Digital Logic Design (3) Three hours of lecture and one hour of discussion/recitation per week. Prerequisite: ENEE 114 or CMSC 114. Restricted to students with 09090 or 09991 major codes. Gates, flip-flops, registers and counters. Karnaugh map simplification of gate networks. Switching algebra. Synchronous sequential systems. PLA's. Elements of binary arithmetic units. All lower-division CHEM, MATH, PHYS and Engineering courses that are required courses for the BS degree in Electrical Engineering must be completed before enrolling in any 300- or 400- ENEE course (except ENEE 300 and ENEE 301). Transfer students will be allowed one term to complete all such courses after starting to take upper-level ENEE courses.

ENEE 302 Digital Electronics (3) Prerequisite: ENEE 204 and completion of all lower-division courses in the EE curriculum. Restricted to students with 09090 or 09991 major codes. See above note. Large signal terminal characteristics of PN junction diodes, bipolar and MOSFET transistors. Digital electronics at transistor level: inverter, NAND, NOR AND, OR gates. CMOS and TTL logic. Combinatorial and sequential digital circuits, memory design. Circuit simulation with SPICE.

ENEE 306 Electronic Circuits Design Laboratory (2) One hour of lecture and three hours of laboratory per week. Prerequisite: ENEE 302. For ENEE majors 09090 only. Not open to students who have completed ENEE 413. Formerly ENEE 413. Students will design, construct and test analog and digital circuits at the transistor level. Bipolar and field effect transistors will be covered. Circuits designed will include common emitter and differential amplifiers, active filter, TTL and CMOS logic gates. Students should gain much of the background required for the design of modern microelectronic circuits.

ENEE 312 Semiconductor Devices and Analog Electronics (3) Prerequisite: ENEE 302 and completion of all lower-division technical courses in the EE curriculum. Restricted to students with a 09090 major code. See above note. The basic physical operation of P-N junction diodes, MOSFET's and bipolar transistors. Basic transistor circuit configurations (CE, CC, CB, CS, CD, CG). DC bias; small signal analysis. Simple multi-transistor circuits: diff-amp; current mirror. Frequency response.

ENEE 322 Signal and System Theory (3) Prerequisite: ENEE 204 and MATH 246 and completion of all lower-division technical courses in the curriculum. See above note. For ENEE majors only. Concept of linear systems, state space equations for continuous systems, time and frequency domain analysis of signals and linear systems. Fourier, Laplace and Z transforms. Application of theory to problems in electrical engineering.

ENEE 324 Engineering Probability (3) Prerequisite: ENEE 322 and completion of all lower-division technical courses in the EE curriculum. See above note. Axioms of probability; conditional probability and Bayes' rules; random variables, probability distribution and densities; functions of random variables; weak law of large numbers and central limit theorem. Introduction to random processes; correlation functions, spectral densities, and linear systems. Applications to noise in electrical systems, filtering of signals from noise, estimation, and digital communications.

ENEE 350 Computer Organization (3) Prerequisite: ENEE 244 and completion of all lower-division technical courses in the EE curriculum. See above note. For 09090 and 09991 majors only. Not open to students who have completed ENEE 250. Formerly ENEE 250. Structure and organization of digital computers. Registers, memory, control and I/O. Data and instruction formats, addressing modes, assembly language programming. Elements of system software, subroutines and their linkages.

ENEE 380 Electromagnetic Theory (3) Prerequisites: MATH 241 and PHYS 263 and completion of all lower-division technical courses in the EE curriculum. See above note. Introduction to electromagnetic fields. Coulomb's law, Gauss's law, electrical potential, dielectric materials capacitance, boundary value problems, Biot-Savart law, Ampere's law, Lorentz force equation, magnetic materials, magnetic circuits, inductance, time varying fields and Maxwell's equations.

ENEE 381 Electromagnetic Wave Propagation (3) Prerequisite: ENEE 380 and completion of all lower-division technical courses in the EE curriculum. See above note. For ENEE majors only. The electromagnetic spectrum: Review of

Maxwell's equations; the wave equation potentials, Poynting's theorem, relationship between circuit theory and fields; propagation of electromagnetic waves in homogeneous media and at interfaces; transmission line theory, wave-guides, radiation and antennas.

ENEE 397 Digital Electronics (3) Three hours of lecture and one hour of discussion/recitation per week. Prerequisite: ENEE 302 (Taken prior to Fall 1998). For 0909 majors only. Not open to ENEE students who have completed ENEE 312 prior to Fall 1998; ENEE 302 if taken Fall 1998. Credit will be granted for only one of the following: ENEE 312 or ENEE 397. Large signal terminal characteristics of PN junction diodes, Bipolar and MOSFET transistors. Digital electronics at transistor level; inverter; NAND; NOR AND; or gates. CMOS and TTL logic. Combinatorial and sequential digital circuits, memory design. Circuit simulation with SPICE. Not open to Electrical engineering students who have completed ENEE 312 prior to Fall 1998; ENEE 302 if taken Fall 1998 or after. For more information please contact the Electrical and Computer Engineering Undergraduate Office.

ENEE 407 Microwave-Circuits Laboratory (2) One hour of lecture and three hours of laboratory per week. Prerequisite: ENEE 206 and ENEE 381 and completion of all lower-division technical courses in the EE curriculum. Restricted to students with a 09090 major code. Experiments concerned with circuits constructed from microwave components providing practical experience in the design, construction and testing of such circuits. Projects include microwave filters and S-parameter design with applications of current technology.

ENEE 416 Integrated Circuit Fabrication Laboratory (3) One hour of lecture and three hours of laboratory per week. Prerequisite: ENEE 302 and completion of all lower-division technical courses in the EE curriculum. For 09090 and 09991 majors only. Not open to students who have completed ENEE 419J. Formerly ENEE 419J. Characterization of wafers and fabrication steps. Oxide growth, lithography, dopant diffusion, and metal deposition and patterning will be discussed in the lectures and carried out in the lab in fabricating NMOS transistor circuits. The transistor characteristics will be measured and related to the fabrication parameters.

ENEE 417 Microelectronics Design Laboratory (2) One hour of lecture and three hours of laboratory per week. Prerequisite: ENEE 306 and ENEE 312 and completion of all lower-division technical courses in the curriculum. For ENEE majors only. Senior capstone project laboratory, where student design and build fairly sophisticated circuits, mainly composed of discrete transistors and integrated circuits. Many of the projects are designed to require that students synthesize from what they have learned in many of the disciplines in electrical engineering. Students learn they can actually use their knowledge to build something very practical, which may include a high-fidelity amplifier, a radio, a memory cell, a transmitter, etc.

ENEE 419 Topics in Microelectronics (1-3) Prerequisite: permission of department and completion of all lower-division technical courses in the EE curriculum. Repeatable to any number of credits if content differs. For 09090 and 09991 majors only. Selected topics of current importance in microelectronics.

ENEE 420 Communication Systems (3) Prerequisite: ENEE 324 and completion of all lower-division technical courses in the EE curriculum. See above note. Fourier series, Fourier transforms and linear system analysis; random signals, auto-correlation functions and power spectral densities; analog communication systems: amplitude modulation, single-sideband modulation, frequency and phase modulation, sampling theorem and pulse-amplitude modulation; digital communication systems pulse-code modulation, phase-shift keying, differential phase shift keying, frequency shift keying; performance of analog and digital communication systems in the presence of noise.

ENEE 425 Digital Signal Processing (3) Prerequisite: ENEE 322 and completion of all lower-division technical courses in the EE curriculum. See above note. Sampling as a modulation process; aliasing; the sampling theorem; the Z-transform and discrete-time system analysis; direct and computer-aided design of recursive and non-recursive digital filters; the Discrete Fourier Transform (DFT) and Fast Fourier Transform (FFT); digital filtering using the FFT; analog-to-digital and digital-to-analog conversion; effects of quantization and finite-word-length arithmetic.

ENEE 426 Communication Networks (3) Prerequisite: ENEE 324 and completion of all lower-division technical courses in the EE curriculum. Restricted to students with a 09090 major code. See above note. The main design issues associated with computer networks, satellite systems, radio nets, and general communication networks. Application of analytical tools of queueing theory to design problems in such networks. Review of proposed architectures and protocols.

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ENEE 428 Communications Design Laboratory (2) One hour of lecture and three hours of laboratory per week. Prerequisite: ENEE 324 and completion of all lower-division technical courses in the EE curriculum. See above note. Co-requisite: ENEE 420 or ENEE 425. For ENEE majors only. EE capstone design course. Exploring the signal processing and communication systems theoretical concepts presented in ENEE 420 Communication Systems and ENEE 425 Digital Signal Processing by implementing them on actual DSP based hardware in real time.

ENEE 429 Topics in Communications (1-3) Prerequisite: permission of department and completion of all lower-division technical courses in the EE curriculum. Repeatable to any number of credits if content differs. For 09090 and 09991 majors only. Selected topics of current importance in communications.

ENEE 434 Introduction to Neural Networks and Signals (3) Prerequisite: ENEE 204 and completion of all lower-division technical courses in the EE curriculum. See above note. Introduction to the generation and processing of bio-electric signals including structure and function of the neuron, membrane theory, generation and propagation of nerve impulses, synaptic mechanisms, transduction and neural coding of sensory events, central nervous system processing of sensory information and correlated electrical signals, control of effector organs, muscle contraction and mechanics, and models of neurons and neural networks.

ENEE 435 Introduction to Electrical Processes, Structure and Computing (3) Models of the Brain Prerequisite: ENEE 204 and completion of all lower-division technical courses in the EE curriculum. Concepts, theoretical and experimental probing methods and models for understanding the human brain structures and functions from an engineering viewpoint. Bio-electric phenomena of cells and electrical circuit functional models. Neurons as signal generators, decision elements, and information transmission and processing devices. Basic neural circuits and models. Experimental techniques, signal recording and analysis. Brain architecture-communication, control and information processing structures and functions. Memory, associations learning and higher brain functions. Computer simulations and computational models. Overview of brain-inspired intelligent machine approaches and systems.

ENEE 439 Topics in Signal Processing (1-3) Prerequisite: permission of department and completion of all lower-division technical courses in the EE curriculum. Repeatable to any number of credits if content differs. For 09090 and 09991 majors only. Selected topics of current importance in signal processing.

ENEE 440 Microprocessors (3) Prerequisite: ENEE 350 and completion of all lower-division technical courses in the EE curriculum. See above note. For 09090 and 09991 majors only. Microprocessor architectures, instruction sets, and applications. Bus structures, memory, I/O interfacing. Assembly language programming, LSI device configuration, and the embedding of microprocessors in systems.

ENEE 441 Digital VLSI System Design Laboratory (3) One hour of lecture and three hours of laboratory per week. Prerequisites: ENEE 312, ENEE 350, and permission of instructor, and completion of all lower-division technical courses in the EE curriculum. For 09090 and 09991 majors only. Not open to students who have completed ENEE 459Y. Formerly ENEE 459Y. This course is designed to provide seniors in electrical and computer engineering with hands-on full custom digital VLSI system design projects, and create and simulate their mask layouts of medium scale complexity. Chips will be fabricated through MOSIS and should be evaluated by the designers themselves in a subsequent semester.

ENEE 445 Computer Laboratory (2) One hour of lecture and three hours of laboratory per week. Prerequisites: ENEE 206 and ENEE 350; and completion of all lower-division technical courses in the EE curriculum. For 09090 and 09991 majors only. This laboratory course focuses on the hardware/software interface in computer systems. Hand-on experiments are used to teach design, construction, analysis, and measurement of both hardware and software for embedded systems. Projects emphasize using micro-controllers for control, sensing, and communication through various I/O devices.

ENEE 446 Digital Computer Design (3) Prerequisite: ENEE 350 and completion of all lower-division technical courses in the EE curriculum. See above note. Hardware design of digital computers. Arithmetic and logic units, adders, multipliers and dividers. Floating-point arithmetic units. Bus and register structures. Control units, both hardwired and micro-programmed. Index registers, stacks, and other addressing schemes. Interrupts, DMA and interfacing.

ENEE 447 Operating Systems (3) Prerequisites: ENEE 350, experience in C or C++, and familiarity with UNIX, and completion of all lower-division technical courses in the EE curriculum. For 09090 and 09991 majors only. Not open to

students who have completed ENEE 459S. Formerly ENEE 459S. The goal of this course is to present the theory, design, implementation and analysis of computer operating systems. Through classroom lectures, homework, and projects, students learn the fundamentals of concurrency, and process management, inter-process communication and synchronization, job scheduling algorithms, memory management, input/output devices, file systems, and protection and security in operating systems. Optional topics may include communications protocols, computer security, and real-time operating systems.

ENEE 448 Microprocessor Systems Design (3) Prerequisites: ENEE 440 and completion of all lower-division technical courses in the EE curriculum. See above note. For 09090 and 09991 majors only. EE capstone design project. Product specification, component selection, circuit schematic design, logic design, software design, printed-circuit design, component purchasing, prototype assembly, hardware and software debug of a prototype microprocessor-based commercial product.

ENEE 449 Modern Digital System Design Laboratory (3) One hour of lecture and three hours of laboratory per week. Prerequisite: ENEE 350 and permission of instructor. Recommended: ENEE 446 as co-requisite. For 09090 and 09991 majors only. Repeatable to 6 credits if content differs. EE Capstone Design Course. Designed to provide seniors in electrical and computer engineering with a real-world digital system design experience using a modern hardware description language (HDL). Features of the HDL are explained along with design and simulation examples of combinational and sequential circuits, pipelined arithmetic processors, and RISC processors. With the use of the HDL synthesis environment these components are synthesized and fabricated using the MOSIS chip fabrication facilities or onsite FPGA chip development system. These chips are then fully tested using state of the art testing equipment.

ENEE 450 Discrete Structures (3) Prerequisite: ENEE 350 and completion of all lower-division technical courses in the EE curriculum. See above note. Modern algebra with applications to computer and communications hardware. Relations, mappings, groups, rings and fields. Boolean algebras and lattice theory. Applications to digital logic design, computer arithmetic and error-correcting codes.

ENEE 459 Topics in Computer Engineering (1-3) Prerequisite: permission of department and completion of all lower-division technical courses in the EE curriculum. Repeatable to any number of credits if content differs. For 09090 and 09091 majors only. Selected topics of current importance in computer engineering.

ENEE 460 Control Systems (3) Prerequisite: ENEE 322 and completion of all lower-division technical courses in the EE curriculum. See note above. For ENEE majors only. Mathematical models for control system components. Transform and time domain methods for linear control systems. Introductory stability theory. Root locus, bode diagrams and Nyquist plots. Design specifications in the time and frequency domains. Compensation design in the time and frequency domain. Introduction to sampled data systems.

ENEE 461 Control Systems Laboratory (2) One hour of lecture and three hours of laboratory per week. Prerequisites: ENEE 206, ENEE 460 and completion of all lower-division technical courses in the EE curriculum. Restricted to students with a 09090 major code. See above note. Projects to enhance the student's understanding of feedback control systems and to familiarize him with the characteristics and limitations of real control devices. Students will design, build, and test servomechanisms, and will conduct analog and hybrid computer simulations of control systems.

ENEE 462 Systems, Control and Computation (3) Prerequisite: ENEE 322 and completion of all lower-division technical courses in the EE curriculum. See above note. Matrix algebra, state space analysis of discrete systems, state space analysis of continuous systems, computer algorithms for circuit analysis, optimization and system simulation.

ENEE 463 Digital Control Systems (3) Prerequisites: ENEE 322 and completion of lower-division technical courses in the EE curriculum. For 09090 and 09991 majors only. Not open to students who have completed ENEE 469E. Formerly ENEE 469E. Introduction to techniques for the analysis and design of linear control systems and implementation of control systems using digital technology. Topics include linearization, solution of linear equations, z-transforms and Laplace transforms, design of linear controllers, optimal control, and digital implementation of control designs. Students will use MATLAB for the solution of problems and the design of control systems.

ENEE 468 Design and Control of a Walking Robot (3) One hour of lecture and two hours of discussion/recitation per week. Prerequisite: ENEE 322. Junior standing. For ENEE, ENME, and CMSC majors only. Repeatable to 6 credits if content differs. Also offered as ENME 489. EE capstone design

course. Design by students of a fully functional walking robot. Components in control systems, multi-body dynamics, digital and logic design, and software development.

ENEE 469 Topics in Control (1-3) Prerequisites: permission of department and completion of all lower-division technical courses in the EE curriculum. Repeatable to any number of credits if content differs. For 09090 and 09991 majors only. Selected topics of current importance in controls.

ENEE 472 Electric Machines and Actuators (3) Prerequisite: ENEE 322; and ENEE 380; and completion of all lower-division technical courses in the EE curriculum. See above note. Linear and nonlinear magnetic circuits, hysteresis and eddy current losses, transformers, induction motors, synchronous generators.

ENEE 473 Electrical Machines Laboratory (2) One hour of lecture and three hours of laboratory per week. Prerequisite: ENEE 206 and completion of all lower-division technical courses in the EE curriculum. Restricted to students with a 09090 major code. See above note. Experiments involving single and three phase transformers, induction machines, synchronous machines and D.C. machines.

ENEE 474 Power Systems (3) Prerequisite: ENEE 322 and completion of all lower-division technical courses in the EE curriculum. See above note. Interconnected power systems, transmission lines, load flow studies, unit commitment and economic dispatch. Three phase networks, machine models. Symmetrical components, fault analysis and unbalanced operation. Power system transients, stability and numerical methods in power system analysis.

ENEE 475 Power Electronics (3) Prerequisite: ENEE 302 and completion of all lower-division technical courses in the EE curriculum. See above note. For ENEE majors only. This course is suitable for undergraduate and graduate students who want to learn the basic principles of power electronics and its applications. Special emphasis is placed on interdisciplinary nature of power electronics. Strong and intimate connections between power electronics and circuit theory, electronic circuits, semiconductor devices, electric power, magnetic, motor drives and control are stressed.

ENEE 476 Power System Stability (3) Prerequisite: ENEE 322 and completion of all lower-division technical courses in the EE curriculum. See above note. Power system modeling, the swing equation, Lyapunov stability analysis. Construction of Lyapunov, or energy, function. The equal-area criterion. Critical clearing time. Potential energy boundary surface method. Emergency control. Recent developments.

ENEE 480 Fundamentals of Solid State Electronics (3) Prerequisite: ENEE 302 and completion of all lower-division technical courses in the EE curriculum. See above note. Crystal structure and materials preparation; carrier transport; elementary quantum mechanics applied to solids; band structure of metals, insulators, and semiconductors; field effect transistors; PN junctions; bipolar transistors; fabrication of devices.

ENEE 481 Antennas (3) Prerequisite: ENEE 381 and completion of all lower-division technical courses in the EE curriculum. See above note. Introduction to the concepts of radiation, generalized far field formulas; antenna theorems and fundamentals; antenna arrays, linear and planar arrays; aperture antennas; terminal impedance; propagation.

ENEE 482 Design of Active and Passive Microwave Devices (3) Prerequisite: ENEE 381 and completion of all lower-division technical courses in the EE curriculum. See above note. Design and operation of passive and active microwave devices. The passive components include waveguides, resonators, and antennas. The active devices include klystrons, magnetrons, gyrotrons, and free electron lasers.

ENEE 484 Design of Charged Particle Devices (3) Prerequisite: ENEE 381 or permission of department and completion of all lower-division technical courses in the EE curriculum. See above note. Senior standing. For ENEE majors only. Underlying physical principles and design concepts of a variety of charged particle devices such as electron and ion sources, electric and magnetic lenses, high power microwave tubes, and particle accelerators.

ENEE 485 Loudspeaker Design (3) One hour of lecture and three hours of laboratory per week. Prerequisite: ENEE 204 and ENEE 206 and completion of all lower-division technical courses in the EE curriculum. Restricted to students with a 09090 major code. Senior standing. For ENEE majors only. EE capstone design course. Loudspeaker design and construction. Fundamental principles of loudspeaker and enclosure loading. Laboratory measurements of driver parameters and loudspeaker characterization. Analogy between acoustical and electrical circuits. Enclosure making. Room interaction. Students set goals, design, and construct a system, test and compare results with predictions.

ENEE 486 Optoelectronics Lab (2) One hour of lecture and three hours of laboratory per week. Prerequisite: ENEE 206 and PHYS 263 and completion of all lower-division technical courses in the EE curriculum. Restricted to students with a 09090 major code. Hands on experience in performing measurements in optics and electro-optics. Basics of optics, light detectors, Fourier optics, gratings and spectrometers, pulsed dye lasers, fiber optics, electro-optics, and acousto-optics.

ENEE 489 Topics in Electrophysics (1-3) Prerequisites: permission of department and completion of all lower-division technical courses in the EE curriculum. Repeatable to any number of credits if content differs. For 09090 and 09991 majors only. Selected topics of current importance in electrophysics.

ENEE 493 Introduction to VLSI Design (3) Prerequisites: ENEE 312 and completion of all lower-division technical courses in the EE curriculum. See above note. For 09090 and 09991 majors only. EE capstone design project. Design of Very Large Scale Integrated circuits, including layout, circuit analysis and component selection. Students can fabricate VLSI chips via MOSIS.

ENEE 496 Lasers and Electro-optic Devices (3) Prerequisite: ENEE 381 and completion of all lower-division technical courses in the EE curriculum. For ENEE majors only. Modern physical optics: Gaussian beams, optical resonators, optical wave-guides; theory of laser oscillation, rate equations; common laser systems. Selected modern optoelectronic devices like detectors and modulators. Role of lasers and optoelectronics in modern technology.

ENEE 497 Optical System Design (3) Co-requisite: ENEE 381 and completion of all lower-division technical courses in the EE curriculum. See above note. EE capstone design course. Methods of optical system design including overall system layout, analysis, and component selection.

ENEE 498 Topics in Electrical Engineering (1-3) Prerequisites: permission of department and completion of all lower-division technical courses in the EE curriculum. See above note. Repeatable to any number of credits if content differs. For 09090 majors only. Formerly ENEE 488. Selected topics of current importance in electrical engineering.

ENEE 499 Senior Projects in Electrical Engineering (1-3) Hours to be arranged. Prerequisites: permission of instructor and department and completion of all lower-division technical courses in the EE curriculum. See above note. Repeatable to any number of credits if content differs. For 09090 majors only. Formerly ENEE 418. Theoretical and experimental projects.

ENES — Engineering Science

ENES 100 Introduction to Engineering Design (3) One hour of lecture, two hours of laboratory, and two hours of discussion/recitation per week. Co-requisite: MATH 140. Students work as teams to design and build a product using computer software for word-processing, spreadsheet, CAD, and communication skills.

ENES 102 Statics (3) One hour of lecture and two hours of discussion/recitation per week. Prerequisite: MATH 140. For engineering majors only. Formerly ENES 110. The equilibrium of stationary bodies under the influence of various kinds of forces. Forces, moments, couples, equilibrium, trusses, frames and machines, centroids, moment of inertia, beams, and friction. Vector and scalar methods are used to solve problems.

ENES 105 How Things Work: Basic Technological Literacy (3) Prerequisite: MATH 001 or high school equivalent. An introduction to technology for non-technical majors. Structure of matter, electronic materials, electricity and electric circuits, electronic components including diodes and transistors, digital circuits and devices, computers, communication systems, radar and other modern technological devices.

ENES 121 The World of Engineering (3) Introduction to engineering and its influence on the way we live. Study of the conception, design, and operation of engineering systems from the past to the present and a look into the future.

ENES 180 Dialogue with the Dean (1) One hour of lecture per week. For new transfer and freshmen Engineering majors only. Introduction to Engineering as a Profession, Overview of Martin Institute and Clark School Education and Research Programs, The Future of Engineering and Engineering Education Basic Technological Literacy, Business and Entrepreneurship Issues for Engineers, the Joy of Discovery, Student Projects: How to get involved, what the corporate sector expects from a new engineering graduate.

ENES 181 Dialogue with the Dean (1) Prerequisite: New students only - Transfers and Freshmen. For ENGR majors only. Introduction to Engineering as a Profession, Overview of Martin Institute and Clark School Education and Research Programs, The Future of Engineering and Engineering Education, Basic

Technological Literacy, Business and Entrepreneurship Issues for Engineers, the Joy of Discovery, Student Projects: How to get involved, Research and Development Programs: How to get involved, What the corporate sector expects from a new engineering graduate.

ENES 190 Introduction to Design and Quality (3) Prerequisite: permission of College. Also offered as BMGT 190. Expose engineering and business students to the principles of total quality, using experiential team learning and technology aided approaches. The first of four courses in total quality.

ENES 220 Mechanics of Materials (3) Prerequisites: ENES 102; and MATH 141; and PHYS 161. For engineering majors only (not including ENEE majors). Stress and deformation of solids-rods, beams, shafts, columns, tanks, and other structural, machine and vehicle members. Topics include stress transformation using Mohr's circle; shear and moment diagrams; derivation of elastic curves; and Euler's buckling formula. Design problems related to this material are given in lab.

ENES 221 Dynamics (3) Two hours of lecture and two hours of laboratory per week. Prerequisites: ENES 102 or ENES 110; and MATH 141; and PHYS 161. Systems of heavy particles and rigid bodies at rest and in motion. Force-acceleration, work-energy and impulse-momentum relationships. Motion of one body relative to another in a plane and in space.

ENES 230 Introduction to Materials and Their Applications (3) Prerequisite: ENES 100 or permission of department. Structure of materials, chemical composition, phase transformations, corrosion and mechanical properties of metals, ceramics, polymers and related materials. Material selection in engineering applications.

ENES 240 Engineering Computation (3) Two hours of lecture and two hours of laboratory per week. Prerequisite: MATH 141. Introduction to the design and implementation of algorithms to solve engineering problems using digital computers. Analysis of problems fundamental to engineering design, construction and diagrammatic description of effective procedures for solving them and implementing and testing of these solutions in a common high-level engineering oriented language such as FORTRAN. Techniques for data input and storage, selection of relevant numerical and non-numerical methods for problem solutions, and the efficient ordering of data for meaningful output presentation.

ENES 380 Methods for Measuring Quality (3) Prerequisite: BMGT 190 or ENES 190. Also offered as BMGT 290. Provides engineering and business students an understanding of the need and use of measurement techniques that lead to continuous improvement. The second course of four courses in total quality.

ENES 388 Engineering Honors Seminar (1)

ENES 389 Selected Topics (3) Repeatable to 6 credits if content differs.

ENES 390 Competing on Quality in a Global Economy (3) Prerequisite: BMGT 290 or ENES 380. Also offered as BMGT 390. Examines strategic quality management in a globalized setting. Global marketing, international finance, and cross cultural concepts will be emphasized. The third of four courses in total quality.

ENES 405 Power and the Environment (3) Intended for seniors not majoring in engineering. Not applicable as a technical elective for engineering majors. An introduction to the power needs of society. The interrelationship between man's use of energy and the effect on the ecosystem. Introduction to the techniques of power production with special emphasis on nuclear-fueled power plants.

ENES 435 Product Liability and Regulation (3) Three hours of lecture per week. Junior standing. Key topics include, biotechnology, safety regulation, federal preemption, product liability, professional negligence, antitrust, privacy and information technology, risk modeling, environmental protection, patent, copyright, trade secrets, reverse engineering, scientific and technological evidence, international trade, engineering ethics. Examples include plane crashes, computer chip protection, human machine interfaces, nuclear power plants, internet censorship, flood control, earthquakes and biomedical technology.

ENES 489 Special Topics in Engineering (3-6) Prerequisite: permission of department. Repeatable to 6 credits if content differs. Special topics in engineering.

ENES 490 The Total Quality Practicum (3) Prerequisite: BMGT 390 or ENES 390. Also offered as BMGT 490. Capstone course for the four course total quality program. Based on a major project undertaken by student teams in an industry environment emphasizing integrative aspects of total quality, each project will be supervised by a joint faculty/industry team with differing areas of expertise.

ENES 508 Engineering Professional Development for Teachers (1-6) Two hours of lecture and three hours of laboratory per week. Prerequisite: permission of department. For non-engineering majors only. Repeatable to 6 credits if content differs. An introduction to the fundamental concepts that underlie engineering and the process that engineers use in solving technological problems and in design work. Problems in experimental analysis are demonstrated through laboratory experiments. The laboratory work provides the basis for introductory design.

ENFP — Engineering, Fire Protection

ENFP 251 Introduction to Fire Protection Engineering (3) The social, economic, environmental and legal dimensions of the fire problem. The theoretical and engineering principles of basic fire phenomena. Technological assessment of urban fire protection utilizing operations research and systems engineering procedures.

ENFP 255 Fire Alarm and Special Hazards Design (3) Formerly ENFP 315. Study of gaseous and particulate fire suppression systems. Examination and evaluation of code criteria, performance specifications and research. Application of fluid theory to the design process and the calculation procedures for gaseous particulate fire suppression systems. An integrated fire protection systems design project. Functional analysis and design of detection systems.

ENFP 300 Fire Protection Fluid Mechanics (3) Prerequisites: MATH 246 and PHYS 262 and ENES 221. Basic principles of fluid flow. Properties of a fluid, velocity field, flow patterns. Pressure distribution in a fluid. Hydrostatic and hydrodynamic problems. Integral relations for control volumes. Differential relations, dimensional analysis and similarity. Internal and external flow problems associated with fire protection systems and fire scenarios.

ENFP 310 Water Based Fire Protection Systems Design (3) Recommended: ENFP 300. Study of aqueous suppression system agents and their application to selected fire protection problems. Examination of specifications, code criteria, published criteria and research utilized in the engineering design of aqueous agent suppression systems. Application of hydraulic theory to a range of design considerations. Problem calculations based upon student prepared design layouts.

ENFP 312 Heat and Mass Transfer (3) Prerequisites: (ENCH 300 or ENME 320 or ENME 217) and (ENCE 330 or ENME 342). Fundamentals of heat and mass transfer. Conduction, convection, radiation modes of heat transfer. Diffusion concepts and evaporation phenomena. Problem solving techniques with application to fire problems.

ENFP 320 Fire Assessment Methods and Laboratory (4) Three hours of lecture and two hours of laboratory per week. For ENFP majors only. Experimental evaluation of ignition, flame spread, rate of heat release and smoke production of furnishings and interior finish materials.

ENFP 350 Professional Development Seminar (1) Prerequisite: permission of department. Senior standing. An integrative, upper level professional development seminar covering various topics such as engineering ethics, professional licensing, codes and standards, intellectual property, career selection and various contemporary issues in fire protection engineering; and related fields of engineering.

ENFP 405 Structural Fire Protection (3) Prerequisite: ENES 220. For ENFP majors only. Effects of elevated temperature on structural materials; steel, concrete, wood, gypsum, glass and reinforced plastics. Experimental evaluation of fire resistance of building assemblies. Analytical methods to evaluate fire resistance of structural members.

ENFP 411 Fire Risk Assessment (3) Prerequisites: ENFP 251; and ENFP 255. Appraisal and measurement of fire safety. Application of systems analysis, probability theory, engineering economy, and risk management in the identification and synthesis of components of fire protection engineering. Methods for the development of criteria for the design, evaluation and assessment of fire safety or component hazards.

ENFP 415 Fire Dynamics (3) Prerequisites: ENFP 300 or ENCE 330 or ENME 342; and ENME 320 or ENCH 300; and ENFP 312 or permission of department. Introduction to premixed and diffusion flames; ignition, flame spread and rate of burning; fire plumes; flame radiation.

ENFP 416 Problem Synthesis and Design (3) Senior standing. Techniques and procedures of problem orientation and solution design utilizing logical and numerical procedures. Student development of research projects in selected areas.

ENFP 421 Life Safety and risk analysis (3) Prerequisite: ENFP 320. For ENFP majors only. Egress analysis. Characteristics of people movement in corridors and stairways. Human response to fire. Tenability analysis.

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ENFP 425 Fire Modeling (3) Prerequisite: permission of department. Senior standing. For ENFP majors only. Introduction to current fire modeling techniques for building fire safety assessment. Application of various computer-based fire models to representative problems.

ENFP 429 Independent Studies (1-3) Prerequisite: permission of department. For ENFP majors only. Repeatable to 6 credits if content differs. For students who have definite plans for individual study of approved problems, or study of an advanced topic selected in conjunction with the faculty.

ENFP 431 Building Safety and the Law (3) Junior standing. Responding to natural and manufactured building hazards requires a complex legal environment, including regulation and liability. Key topics include the use of model codes, administrative regulation, retrospective codes, federal preemption, arson, performance based codes, risk based regulation, engineering malpractice, product liability and disaster investigation.

ENFP 435 Product Liability and Regulation (3) Junior standing. Key topics include, biotechnology, safety regulation, federal preemption, product liability, professional negligence, antitrust, privacy and information technology, risk modeling, environmental protection, patent, copyright, trade secrets, reverse engineering, scientific and technological evidence, international trade, engineering ethics. Examples include plane crashes, computer chip protection, human machine interfaces, nuclear power plants, internet censorship, flood control, earthquakes and biomedical technology.

ENFP 450 Professional Development Seminar (1) Prerequisite: permission of department. Senior standing. An integrative, senior level professional seminar covering various topics such as engineering ethics, professional licensing, codes and standards development, career selection, and contemporary issues in fire protection engineering.

ENFP 455 Fabrics and Furnishings Flammability (3) Two hours of lecture, one hour of laboratory, and one hour of discussion/recitation per week. Junior standing. For ENFP majors only. Characterization and analysis of the flammability and flame resistance of textile materials, including fabrics and interior furnishings. Mechanisms of ignition, burning and extinguishment include flaming or smoldering ignition, flame spread, heat output, smoke and toxic gas production, and extinguishability, material properties and respective fire test methods.

ENFP 489 Special Topics (3) Prerequisite: permission of department. Repeatable to 6 credits. Selected topics of current importance to fire protection.

ENGL — English

ENGL 101 Introduction to Writing (3) An introductory course in expository writing.

ENGL 201 Western World Literature: Homer to the Renaissance (3) Readings in major genres of the Western literary tradition. Works and authors may include selections from Bible, medieval epic and romance, Renaissance drama, Homer, Aeschylus, Virgil, Dante.

ENGL 202 Western World Literature: Renaissance to the Present (3) Readings in major texts from the Western literary tradition. Authors such as Moliere, Goethe, Cervantes, Dostoevsky, Woolf, Camus.

ENGL 205 Introduction to Shakespeare (3) Recommended for non-majors. Reading of representative works. Genre, action, character, theme, language, and staging. Shakespeare's relation to Renaissance culture.

ENGL 211 English Literature: Beginnings to 1800 (3) Surveys medieval and early modern literary works written in England. Readings may include Beowulf, Chaucer, Spenser, Mary Wroth, Milton; eighteenth-century satire, drama, novels.

ENGL 212 English Literature: 1800 to the Present (3) Surveys the major literary movements of the period, from Romantic to Victorian to Modern. Such authors as Wordsworth, Keats, Bronte, Tennyson, Browning, Yeats, Joyce, Woolf.

ENGL 221 American Literature: Beginning to 1865 (3) Surveys American writing from the founding of the colonies through the Civil War. Authors such as Taylor, Cooper, Poe, Dickinson.

ENGL 222 American Literature: 1865 to Present (3) Surveys American writing from the Civil War through the Cold War. Authors such as Clemens, Frost, Hurston, Bellow.

ENGL 234 Introduction to African-American Literature (3) A survey of African-American literature from the late 18th century to the present.

ENGL 235 Introduction to the Literatures of the African Diaspora (3) Not open to students who have completed CMLT 235. Credit will be granted for only one of the following: CMLT 235 or ENGL 235. Authors, periods, and genres that reflect the diversity of African and African Diaspora cultures.

ENGL 240 Introduction to Fiction, Poetry, and Drama (3) Not open to students who have completed ENGL 102. Readings in the novel, short story, poetry and drama.

ENGL 241 Introduction to the Novel (3) Historical, formal, social questions about the genre. Readings drawn from a range of cultures and communities.

ENGL 242 Introduction to Non-Fiction Prose (3) Contemporary and historical works in some of the major genres of non-fiction: biography, ecology, science writing, editorial, cultural commentary. The purposes of non-fiction (information, persuasion, analysis, and commentary); the research and writing methods of non-fiction writers; and the impact and value of non-fiction works in society.

ENGL 243 Introduction to Poetry (3) How poetry works. Focus on style, subject, rhythm, voice, technique and structure. Readings from a range of cultures and communities.

ENGL 244 Introduction to Drama (3) A survey of the basic literature of drama from the classical Greeks to modern times.

ENGL 245 Film and the Narrative Tradition (3) Primary attention is on the film as a narrative medium, but other literary models will be examined.

ENGL 246 The Short Story (3) Achievements of the short story form. Focus on subject, voice, narrative structure. Authors such as Poe, Chekov, Gogol, O'Connor, Hemingway, Welty.

ENGL 247 Literature of Fantasy (3) Reading and analysis of various works of non-realistic literature broadly termed "fantasy".

ENGL 250 Introduction to Literature by Women (3) Also offered as WMST 255. Credit will be granted for only one of the following: ENGL 250 or WMST 255. Images of women in literature by and about women.

ENGL 260 Introduction to Folklore (3) Surveys a wide range of folklore genres; history and theory of folklore.

ENGL 262 The Hebrew Bible: Narrative (3) Also offered as JWST 262. Not open to students who have completed HEBR 223. Credit will be granted for only one of the following: ENGL 262 or JWST 262. Formerly HEBR 223. Selected readings from narrative sections of the Hebrew Bible stressing the new literary approaches to the biblical text. In English; no knowledge of Hebrew required.

ENGL 263 The Hebrew Bible: Poetry and Rhetoric (3) Also offered as JWST 263. Not open to students who have completed HEBR 224. Credit will be granted for only one of the following: ENGL 263 or JWST 263. Formerly HEBR 224. Readings of poetic and prophetic selections from the Hebrew Bible. Analysis of devices and their rhetorical effort. Comparison of biblical poetry with other poetry of the ancient near East. In English; no knowledge of Hebrew required.

ENGL 265 Introduction to Lesbian, Gay, and Bisexual Literature (3) A study of the pervasiveness of homoeroticism in literature from the Renaissance to the present. Emphasis on recurrent themes, motifs and the struggle to find voice within a context of stigma, suppression, and silence. Writers might include Shakespeare, Walt Whitman, Emily Dickinson, Oscar Wilde, Willa Cather, James Baldwin, Audre Lorde, Adrienne Rich.

ENGL 277 Mythologies: An Introduction (3) Introduction to the myths of Europe, Asia, Oceania, the Middle East, Africa and North and South America.

ENGL 278 Special Topics in Literature (3) Repeatable to 9 credits if content differs.

ENGL 280 Introduction to the English Language (3) Facts and phenomena of the English language; basic concepts and instruments useful for the analysis of literary and rhetorical uses of English. Potential topics include the history of English, its metrics, lexical patterns, common rhetorical devices, literary genres and its role as an international language.

ENGL 281 Standard English Grammar, Usage, and Diction (3) The basic structure of written English, including parts of speech, sentence patterns, standard punctuation, diction, and usage.

ENGL 282 Introduction to Rhetorical Theory (3) Basic elements of rhetorical theory. Classical and contemporary perspectives on the nature, functions, and scope of rhetoric. Potential texts for analysis include non-fiction prose, novels, short fiction, philosophical treatises, autobiographies, biographies, and speeches.

ENGL 291 Intermediate Writing (3) Writing essays, the revision process, and editing techniques.

ENGL 294 Introduction to Creative Writing (3) Writing of fiction and poetry, with special attention to elements of style and craft. Selected readings, frequent writing exercises, workshop format.

ENGL 296 Beginning Fiction Workshop (3) Writing of fiction, with special attention to the elements of style and craft. Selected readings, frequent writing exercises, workshop format.

ENGL 297 Beginning Poetry Workshop (3) Writing of poetry, with special attention to the elements of style and craft. Selected readings, frequent writing exercises, workshop format.

ENGL 300 and 400 level course prerequisites: any two freshman or sophomore English courses.

ENGL 301 Critical Methods in the Study of Literature (3) For English and English education majors only. An introduction to the techniques of literary analysis and a brief survey of the most common approaches to literature.

ENGL 302 Medieval Literature in Translation (3) Prerequisite: two lower-level English courses, at least one in literature; or permission of department. Surveys major works of English and continental Middle Ages. Readings may include romance, lyric and drama, Germanic epic, works of Dante, Chretien de Troyes, Jean de Meun, Christine de Pisan, Malory, English and continental mystics.

ENGL 304 The Major Works of Shakespeare (3) Prerequisite: two lower-level English courses, at least one in literature; or permission of department. Not open to students who have completed ENGL 403 and ENGL 404. Representative early, middle, and later works, including comedies, tragedies, histories, and romances. Historical and cultural contexts.

ENGL 305 Shakespeare and His Contemporaries: An Introduction (3) Prerequisite: two lower-level English courses, at least one in literature; or permission of department. Readings in Shakespeare and contemporaries such as Marlowe, Dekker, Middleton, Jonson, Webster, Chapman, Marston. Elizabethan and Jacobean theatrical and social contexts.

ENGL 310 Medieval and Renaissance British Literature (3) Prerequisite: two lower-level English courses, at least one in literature; or permission of department. Detailed study of selected major medieval and Renaissance works written in England. Cultural attitudes and historical contexts. May include Beowulf, Anglo-Saxon lyric, drama, sonnets; works of women writers, Chaucer, Spenser, Sidney. Some readings in Middle English.

ENGL 311 British Literature from 1600 to 1800 (3) Prerequisite: two lower-level English courses, at least one in literature; or permission of department. The culture of seventeenth and eighteenth-century Britain seen through detailed study of selected major texts. Drama, poetry, political writings, and early novels by men and women. Authors may include Donne, Milton, Jonson, Behn, Swift, Pope, Montagu, and Wollstonecraft.

ENGL 312 Romantic to Modern British Literature (3) Detailed study of selected major texts from the 19th and 20th centuries. Transitions from Romanticism to Victorian age to Modernism. Historical, social, literary contexts. Issues such as rise of democracy; industrial revolution; the "woman question"; revolutions in literary form. Authors might include Wordsworth, Austen, Dickens, Arnold, T.S. Eliot, Woolf.

ENGL 313 American Literature (3) Prerequisite: two lower-level English courses, at least one in literature; or permission of department. A detailed study of selected major texts of American literature from the 17th century to the 20th century. Issues such as race, gender, and regionalism. Authors such as Franklin, Hawthorne, Dickinson, Hemingway, and Morrison.

ENGL 320 English Romantic Literature (3) Prerequisite: two lower-level English courses, at least one in literature; or permission of department. Not open to students who have completed ENGL 420 or ENGL 421. Survey fiction, poetry, and criticism c.1790 to c.1830. Shifts of thought from eighteenth-century rationalism to Romanticism. Writers such as Wordsworth, Coleridge, Keats, Mary Shelley, Byron, Hazlitt.

ENGL 345 Twentieth Century Poetry (3) Prerequisite: two lower-level English courses, at least one in literature; or permission of department. Not open to students who have completed ENGL 445 or ENGL 446. Major British and American poets of the twentieth century.

ENGL 348 Literary Works by Women (3) Prerequisite: two lower-level English courses, at least one in literature; or permission of department. Repeatable to 6 credits if content differs. Also offered as WMST 348. Credit will be granted for only one of the following: ENGL 348 or WMST 348. The context, form, style and meaning of literary works by women.

ENGL 359 Special Topics in Lesbian, Gay, and Bisexual Literatures (3) Prerequisites: Two lower-level English courses, at least one in literature; or permission of department. Repeatable to 9 credits if content differs. Study of selected writers or particular themes in Lesbian, Gay, and Bisexual Literatures.

ENGL 360 African, Indian and Caribbean Writers (3) Prerequisite: two lower-level English courses, at least one in literature; or permission of department. Selected writers from countries formerly colonies of Britain, France, Denmark, etc. Attention to ways regions have developed distinctive political and aesthetic values resulting from indigenous traditions and foreign influences.

ENGL 362 Caribbean Literature in English (3) Prerequisite: two lower-level English courses, at least one in literature; or permission of department. Political and literary traditions that intersect in the fiction, poetry, and drama written in English by Caribbean writers, primarily during the 20th century.

ENGL 368 Special Topics in the Literature of Africa and the African Diaspora (3) Prerequisite: two lower-level courses, at least one in literature; or permission of department. Repeatable to 9 credits if content differs. Comparisons among the literary traditions in Africa, the Caribbean, and North and South America.

ENGL 369 Honors Seminar: Major Traditions (4-5) Prerequisite: permission of department. Intensive study of major English and American literary classics in their generic context of narrative and lyric poetry, drama, prose, fiction and non-fiction from the beginnings to the present.

ENGL 370 Junior Honors Conference (1) Prerequisite: candidacy for honors in English. Preparation for writing the senior honors project.

ENGL 373 Senior Honors Project (2) Prerequisite: ENGL 370. For ENGL majors only. Research and writing of senior honors project. Strongly recommended for students planning graduate work.

ENGL 377 Medieval Myth and Modern Narrative (3) Prerequisite: two lower-level English courses, at least one in literature; or permission of department. Not open to students who have completed ENGL 361. Formerly ENGL 361. Literary patterns characteristic of medieval myth, epic, and romance; their continuing vitality in modern works; and links between Medieval works like "The Prose Edda", "Beowulf", "The Morte D'Arthur", "The Volsunga Saga", and "Grettis Saga" and modern narratives like Tolkien's "The Lord of the Rings".

ENGL 379 Special Topics in Literature (3) Prerequisite: two lower-level English courses, at least one in literature; or permission of department. Repeatable to 9 credits if content differs.

ENGL 380 Internship (3-6) Prerequisite: permission of department. The English Department's internship program. Pre-professional experience in writing and editing in a variety of fields.

ENGL 381 MGA Legislative Seminar (3) Prerequisite: permission of department. Classroom analysis component of the Maryland General Assembly internship program.

ENGL 383 The Uses of Language (3) Exploration of the social and political aspects of language use, including conversational behavior, persuasive uses of language, social dialects, and language and gender; analytical methods of pragmatics/discourse analysis.

ENGL 384 Concepts of Grammar (3) Introduction to the basic units of grammatical description; motivation for and nature of constituent structure and syntactic categories; fundamental grammatical concepts employed in the teaching and learning of languages.

ENGL 385 English Semantics (3) An introductory study of meaning in language and paralinguistic. General semantics, kinesics, linguistic relativity and recent developments in linguistic semantics.

ENGL 388 Writing Internship (3-6) Prerequisite: permission of department. Repeatable to 9 credits. Field work in English.

ENGL 391 Advanced Composition (3) Prerequisite: 56 hours of college credit which must include ENGL 101 or equivalent. An advanced composition course which emphasizes constructing written arguments accommodated to real audiences.

ENGL 392 Advanced Composition: Pre-Law (3) Prerequisite: 56 hours of college credit which must include ENGL 101 or equivalent. Techniques of argumentation and persuasion. Intensive practice to help writers achieve stylistic flexibility and correctness.

ENGL 393 Technical Writing (3) Prerequisite: 56 hours of college credit which must include ENGL 101 or equivalent. The writing of technical papers and reports.

ENGL 394 Business Writing (3) Prerequisite: 56 hours of college credit, which must include ENGL 101 or equivalent. Intensive practice in the forms of written communication common in the business world—letters, memos, short reports, and proposals. Principles of rhetoric and effective style.

ENGL 395 Writing for Health Professions (3) Prerequisite: 56 hours of college credit, which must include ENGL 101 or equivalent. Focus on accommodating technical material and empirical studies to lay audiences, and helping writers to achieve stylistic flexibility and correctness.

ENGL 396 Intermediate Fiction Workshop (3) Prerequisite: permission of department. Practice in the craft of writing fiction, with special attention to the revision process. Selected readings, frequent writing exercises, workshop format.

ENGL 397 Intermediate Poetry Workshop (3) Prerequisite: permission of department. Practice in the craft of writing poetry, with special attention to the revision process. Selected readings, frequent writing exercises, workshop format.

ENGL 399 Senior Seminar (3) Limited to graduating English majors, to be taken in the last year of the undergraduate program, normally following completion of the core courses. Topics will vary each semester; most will be interdisciplinary or will cross historical periods. The course will provide a seminar experience in material or methodologies not otherwise available to the major.

ENGL 402 Chaucer (3) Prerequisite: two English courses in literature or permission of department. Works read in Middle English. Readings may include Canterbury Tales, Troilus and Criseyde, dream visions, lyrics.

ENGL 403 Shakespeare: The Early Works (3) Prerequisite: two English courses in literature or permission of department. Close study of selected works from the first half of Shakespeare's career. Generic issues of early histories, comedies, tragedies. Language, theme, dramatic technique, sources, and early modern English social-historical context.

ENGL 404 Shakespeare: The Later Works (3) Prerequisite: two English courses in literature or permission of department. Close study of selected plays from the second half of Shakespeare's career. Generic issues of later tragedies, later comedies, romances. Language, theme, dramatic technique, sources, and early modern English social-historical context.

ENGL 407 Non-dramatic Literature of the Sixteenth Century (3) Prerequisite: two English courses in literature or permission of department. Poetic and prose genres—utopia, epic, narrative, lyric, sonnet, oration, epistle, sermon, apologia—in context of the literary and intellectual life of the sixteenth century. Writers such as More, Wyatt, Surrey, Sidney, and Spenser.

ENGL 408 Literature by Women Before 1800 (3) Prerequisite: two English courses in literature or permission of department. Repeatable to 9 credits if content differs. Also offered as WMST 408. Credit will be granted for only one of the following: ENGL 408 or WMST 408. Selected writings by women in the medieval and early modern era.

ENGL 410 Edmund Spenser (3) Prerequisite: two English courses in literature or permission of department. Selected works of Edmund Spenser in their literary, social, and historical contexts. Special attention to The Faerie Queene; also sonnets and lyric poetry.

ENGL 412 Literature of the Seventeenth Century, 1600-1660 (3) Prerequisite: two English courses in literature or permission of department. Works from early Stuart through Interregnum period. Major literary genres in historical contexts. Writers such as Donne, Jonson, Mary Worth, Bacon, Browne, and Marvell.

ENGL 414 Milton (3) Prerequisite: two English courses in literature or permission of department. Poetry and major prose in their social, political, and literary-historical contexts. Special attention to Paradise Lost. Other works may include Samson Agonistes and shorter poems.

ENGL 415 Literature of the Seventeenth Century, 1660-1700 (3) Prerequisite: two English courses in literature or permission of department. English poetry, drama, fiction, and non-fiction written from the Restoration of Charles II to 1700. Attention to increasing literacy and publication and greater involvement by women in literary production. Authors include Milton, Dryden, Congreve, and Behn.

ENGL 416 Literature of the Eighteenth Century, 1700-1750 (3) Prerequisite: two English courses in literature or permission of department. British literary traditions, including the poetry of Pope, the prose of Swift, the correspondence of Montagu, the drama of Gay, and early novels by Defoe, Richardson, and Fielding.

ENGL 417 Literature of the Eighteenth Century, 1750-1800 (3) Prerequisite: two English courses in literature or permission of department. British poetry, drama, fiction, and non-fiction, emphasizing innovative forms and attitudes in genres such as the gothic novel and political writings, as well as more traditional works. Authors include Johnson, Burney, Sterne, Burke, and Wollstonecraft.

ENGL 418 Major British Writers before 1800 (3) Prerequisite: two English courses in literature or permission of department. Repeatable to 9 credits if content differs. Two writers studied intensively each semester.

ENGL 419 Major British Writers after 1800 (3) Prerequisite: two English courses in literature or permission of department. Repeatable to 9 credits if content differs. Two writers studied intensively each semester.

ENGL 420 Literature of the Romantic Period I (3) Prerequisite: two English courses in literature or permission of department. First generation of writers of the early nineteenth century, including Wordsworth, Coleridge, Blake.

ENGL 421 Literature of the Romantic Period II (3) Prerequisite: two English courses in literature or permission of department. Second generation of writers of the Romantic period, including Keats, Percy and Mary Shelley, Byron, Lamb, Hazlitt.

ENGL 422 Literature of the Victorian Period I (3) Prerequisite: two English courses in literature or permission of department. Major writers between 1835 and 1865, such as Dickens, Thackeray, the Brontës, Tennyson, Browning, Carlyle, Mill.

ENGL 423 Literature of the Victorian Period II (3) Prerequisite: two English courses in literature or permission of department. Major writers between 1850 and 1890, such as Arnold, D.G. and Christina Rossetti, George Eliot, Hardy, Hopkins, Pater.

ENGL 424 Late Victorian and Edwardian Literature (3) Prerequisite: two English courses in literature or permission of department. Transition from Victorian to modern, 1885 to 1910. Literary movements and techniques; changes in thought and feeling. Writers such as Wilde, Kipling, Stevenson, Wells, Butler.

ENGL 425 Modern British Literature (3) Prerequisite: two English courses in literature or permission of department. Major Modernist writers in English prose and poetry since 1900. Such writers as Eliot, Larkin, Forster, Burgess, Durrell, Henry Green, Golding, Auden, Malcolm Lowry, Joyce, and Yeats.

ENGL 429 Independent Research in English (1-6) Prerequisite: permission of department. Repeatable to 6 credits if content differs. Designed to provide qualified majors in English an opportunity to pursue specific English readings under the supervision of a member of the department.

ENGL 430 American Literature, Beginning to 1810, the Colonial and Federal (3) Periods Prerequisite: two English courses in literature or permission of department. Puritanism, the Enlightenment, early Romanticism. Writers such as Bradstreet, Franklin, Brown.

ENGL 431 American Literature: 1810 to 1865, the American Renaissance (3) Prerequisite: two English courses in literature or permission of department. Nationalism, Sentimentalism, Transcendentalism. Writers such as Douglass, Stowe, Melville.

ENGL 432 American Literature: 1865 to 1914, Realism and Naturalism (3) Prerequisite: two English courses in literature or permission of department. Reconstruction, Realism, Naturalism. Representative writers such as Dickinson, James, Dreiser.

ENGL 433 American Literature: 1914 to the Present, the Modern Period (3) Prerequisite: two English courses in literature or permission of department. Modernism, Postmodernism. Writers such as Stevens, Stein, Ellison.

ENGL 434 American Drama (3) Prerequisite: two English courses in literature or permission of department. American drama from late eighteenth-century to the present; emphasis on theater of the twentieth century. Authors such as Tyler, O'Neill, Hellman, Hansberry, and Albee.

ENGL 435 American Poetry: Beginning to the Present (3) Prerequisite: two English courses in literature or permission of department. Selections of American poetry, from Bradstreet to contemporary free verse. Authors such as Whitman, Dickinson, Bishop, Hughes, Rich, and Frost.

ENGL 437 Contemporary American Literature (3) Prerequisite: two English courses in literature or permission of department. Prose, poetry, drama of living American writers. Current cultural and social issues.

ENGL 438 Major American Writers before 1865 (3) Prerequisite: two English courses in literature or permission of department. Repeatable to 9 credits if content differs. Two writers studied intensively each semester.

ENGL 439 Major American Writers after 1865 (3) Prerequisite: two English courses in literature or permission of department. Repeatable to 9 credits if content differs. Two writers studied intensively each semester.

ENGL 440 The Novel in America to 1914 (3) Prerequisite: two English courses in literature or permission of department. Survey of the American novel to World War I. Cultural and

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philosophical contexts; technical developments in the genre. Authors such as Melville, Wells Brown, James, Sedgwick, Chopin.

ENGL 441 The Novel in America Since 1914 (3) Prerequisite: two English courses in literature or permission of department. Survey of the American novel since World War I. Cultural and philosophical contexts, technical developments in the genre. Authors such as Hemingway, Cather, Faulkner, Anne Tyler, Morrison.

ENGL 442 Literature of the South (3) Prerequisite: two English courses in literature or permission of department. Survey of fiction and poetry, especially the period 1900 to the present. Authors such as Faulkner, Welty, Glasgow, Wolfe, and Hurston.

ENGL 443 Afro-American Literature (3) Prerequisite: two English courses in literature or permission of department. An examination of the literary expression of the black American in the United States, from its beginning to the present.

ENGL 444 Feminist Critical Theory (3) Prerequisite: ENGL 250 or WMST 200 or WMST 250. Also offered as WMST 444. Credit will be granted for only one of the following: ENGL 444 or WMST 444. Issues in contemporary feminist thought that have particular relevance to textual studies, such as theories of language, literature, culture, interpretation, and identity.

ENGL 445 Modern British and American Poetry (3) Prerequisite: two English courses in literature or permission of department. The formation of Modernism in British and American poetry before 1930. Such poets as Yeats, Pound, H.D., Eliot, Langston Hughes, Moore, Stevens, and Williams.

ENGL 446 Post-Modern British and American Poetry (3) Prerequisite: two English courses in literature or permission of department. British and American poets from the 1930s to the present. Such poets as Auden, Williams, Plath, Brooks, Lowell, Wolcott, Ted Hughes, Bishop, Larkin, Jarrell, and Berryman.

ENGL 447 Satire (3) Prerequisite: two English courses in literature or permission of department. An introduction to English and American satire from Chaucer to the present.

ENGL 448 Literature by Women of Color (3) Prerequisite: two English courses in literature or permission of department. Repeatable to 9 credits if content differs. Also offered as WMST 448. Credit will be granted for only one of the following: ENGL 448 or WMST 448. Literature by women of color in the United States, Britain, and in colonial and post-colonial countries.

ENGL 449 Playwriting (3) Practice in writing one-act plays. Script development, production choices.

ENGL 450 Renaissance Drama I (3) Prerequisite: two English courses in literature or permission of department. Drama of the sixteenth century, from Sir Thomas More's circle through Lyly, Greene, Marlowe, and their successors. Interludes, school drama, comedy and tragedy, professional theater. Influences of humanism, Protestantism, politics, and cultural change.

ENGL 451 Renaissance Drama II (3) Prerequisite: two English courses in literature or permission of department. Drama in early decades of the seventeenth century. Playwrights include Jonson, Middleton, Marston, Webster, Beaumont and Fletcher. Tragedy, city comedy, tragicomedy, satire, masque. Pre-Civil War theatrical, political, and religious contexts.

ENGL 452 English Drama From 1660 to 1800 (3) Prerequisite: two English courses in literature or permission of department. Restoration and eighteenth-century drama, with special attention to theater history, cultural influences, concepts of tragedy, comedy, farce, parody, and burlesque, as well as dramatic and verbal wit.

ENGL 453 Literary Theory (3) Prerequisite: two literature courses. An in-depth study of literary and critical theory.

ENGL 454 Modern Drama (3) Prerequisite: two English courses in literature or permission of department. The roots of European Modernism and its manifestation in the drama of the twentieth century. Such playwrights as Beckett, Churchill, Stoppard, Wilde, Chekhov, Ibsen, Brecht, O'Neill, Sartre, Anouilh, Williams, and Shaw.

ENGL 455 The Eighteenth-Century English Novel (3) Prerequisite: two English courses in literature or permission of department. The origins and development of the British novel, from the late seventeenth century until the beginning of the nineteenth. Questions about what novels were, who wrote them, and who read them: Authors such as Behn, Defoe, Richardson, Fielding, Sterne, Smollett, Burney, Radcliffe, and Austen.

ENGL 456 The Nineteenth-Century English Novel (3) Prerequisite: two English courses in literature or permission of department. Surveys major novels of the period. Attention to narrative form and realism; representations of gender and class; social contexts for reading, writing and publishing. Authors such as Austen, Bronte, Dickens, George Eliot, Trollope.

ENGL 457 The Modern Novel (3) Prerequisite: two English courses in literature or permission of department. Modernism in the novel of the twentieth century. Such writers as Joyce, Lawrence, Murdoch, James, Forster, Faulkner, Hemingway, Fitzgerald, Ellison, Welty, Nabokov and Malamud.

ENGL 458 Literature by Women after 1800 (3) Prerequisite: two English courses in literature or permission of department. Repeatable to 9 credits if content differs. Also offered as WMST 458. Credit will be granted for only one of the following: ENGL 458 or WMST 458. Selected writings by women after 1800.

ENGL 461 Folk Narrative (3) Personal history narrative; studies in legend, tale and myth.

ENGL 462 Folksong and Ballad (3) A cross-section of American folk and popular songs in their cultural contexts; artists from Bill Monroe to Robert Johnson.

ENGL 463 American Folklore (3) An examination of American folklore in terms of history and regional folk cultures. Exploration of collections of folklore from various areas to reveal the difference in regional and ethnic groups as witnessed in their oral and literary traditions.

ENGL 464 African-American Folklore and Culture (3) The culture of African Americans in terms of United States history (antebellum to the present) and social changes (rural to urban). Exploration of aspects of African American culture and history via oral and literary traditions and life histories.

ENGL 466 Arthurian Legend (3) Prerequisite: two English courses in literature or permission of department. Development of Arthurian legend in English and continental literature from Middle Ages to twentieth century. All readings in modern English.

ENGL 467 The Computer and the Text: Hypermedia as Critical Expression (3) Theory and practice of multimedia computing. Course analyzes the cultural impact of computing, studies computers as providing alternative forms of expression, and allows students to create projects in an interactive computer theatre environment.

ENGL 468 American Film Directors (3-9) Prerequisite: one college-level film course. Repeatable to 9 credits if content differs. A study of two or more American filmmakers in an analytic cultural context.

ENGL 469 Honors Seminar: Alternative Traditions (4-5) Prerequisite: permission of Director of English Honors. Repeatable to 9 credits if content differs. Year-long seminar focusing on a selected literary, cultural, or social topic that features texts and/or critical perspectives outside the traditional canon.

ENGL 470 African-American Literature: The Beginning to 1910 (3) Prerequisite: two English courses in literature or permission of department. Beginnings of African-American literature including origins of literary expression in folk tales, songs, and spirituals; slave narratives; pamphlets, essays and oratory; and the emergence of poetry and fiction. Emphasis is on interaction between literary forms and the salient political issues of the day.

ENGL 471 African-American Literature: 1910-1945 (3) Prerequisite: two English courses in literature or permission of department. Emergence of modernism in African-American writing including debates over the definition of unique African-American aesthetics, with emphasis on conditions surrounding the production of African-American literatures.

ENGL 472 African-American Literature: 1945 to Present (3) Prerequisite: two English courses in literature or permission of department. Transformation of African-American literatures into modern and postmodern forms. Influenced by World War II and the Civil Rights and Black Power movements, this literature is characterized by conscious attempts to reconnect literary and folk forms, the emergence of women writers, and highly experimental fiction.

ENGL 476 Modern Fantasy and Science Fiction (3) Prerequisite: two English courses in literature or permission of department. Major works of fantasy and science fiction since the mid-eighteenth century, emphasizing their continuity and their relationships to philosophical speculation, scientific discovery, literary history and cultural change.

ENGL 477 Studies in Mythmaking (3) Prerequisite: two literature courses. Major themes, figures, and configurations of northern European mythology, examining the value of the mythic mode of thought in a scientific era.

ENGL 478 Selected Topics in English and American Literature after 1800 (1-3) Prerequisite: two English courses in literature or permission of department. Repeatable if content differs.

ENGL 479 Selected Topics in English and American Literature after 1800 (3) Prerequisite: two English courses in literature or permission of department. Repeatable if content differs.

ENGL 482 History of the English Language (3) Prerequisite: ENGL 280 or LING 200 or permission of department. Origin and development of the English language.

ENGL 483 American English (3) Prerequisite: ENGL 280 or LING 200 or permission of department. Origins and development of the various dialects of English spoken in the United States.

ENGL 484 Advanced English Grammar (3) Credit will be granted for only one of the following: ENGL 484 or LING 402. Advanced study of grammatical description.

ENGL 486 Introduction to Old English (3) Prerequisite: two English courses in literature or permission of department. Grammar, syntax, and phonology of Old English. Works read in the original language. Poetry may include "Battle of Maldon," "Dream of the Rood," "Wanderer," "Seafarer," riddles; prose of Bede, Wulfstan, Aelfric, and other writers of Anglo-Saxon period in England.

ENGL 487 Foundations of Rhetoric (3) Credit will be granted for only one of the following: ENGL 487 or SPCH 401. Principles and approaches to the theory, criticism, and historical understanding of rhetorical discourse.

ENGL 488 Topics in Advanced Writing (3) Repeatable to 9 credits if content differs. Different genres of technical and professional writing including proposal writing, computer documentation, technical report writing, instruction manuals, etc. Students will analyze models of a genre, produce their own versions, test, edit and revise them.

ENGL 489 Special Topics in English Language (3) Repeatable to 9 credits if content differs. Current topics in language, such as linguistics, history of rhetoric, and composition studies.

ENGL 493 Advanced Expository Writing (3) Prerequisite: satisfactory completion of professional writing requirement. Writing processes and documents most necessary for professional writers.

ENGL 494 Editing and Document Design (3) Prerequisite: ENGL 391, ENGL 393 or equivalent. Principles of general editing for clarity, precision and correctness. Applications of the conventions of grammar, spelling, punctuation and usage, and organization for logic and accuracy. Working knowledge of the professional vocabulary of editing applied throughout the course.

ENGL 495 Independent Study in Honors (1-3) Prerequisites: candidacy for honors in English and ENGL 370 and ENGL 373. For ENGL majors only. Completion and presentation of the senior honors project.

ENGL 498 Advanced Fiction Workshop (3) Prerequisite: ENGL 396 or permission of department. Repeatable to 9 credits if content differs. Formerly ENGL 496. Practice in the craft of writing fiction, with emphasis on the revision process. Students encouraged to experiment with a variety of subjects, voices, and forms. Selected readings, frequent writing exercises, workshop format.

ENGL 499 Advanced Poetry Workshop (3) Prerequisite: ENGL 397 or permission of department. Repeatable to 9 credits if content differs. Formerly ENGL 497. Practice in the craft of writing poetry, with emphasis on the revision process. Students encouraged to experiment with a variety of subjects, forms, and literary conventions. Selected readings, frequent writing exercises, workshop format.

ENMA — Engineering, Materials

ENMA 181 Introduction to Materials (1) Seminar introducing materials science and engineering (MSE) to freshmen and transfer students. Class activities and guest lectures cover the role of MSE in engineering and career opportunities for MSE majors.

ENMA 300 Materials Science and Engineering (3) Prerequisite: ENES 220. Credit will be granted for only one of the following: ENMA 300 or ENME 300. Basic principles, nature and properties of engineering materials. Processes and methods to manufacture and usefully apply engineering materials. Fabrication techniques for metals, polymers, and refractories.

ENMA 301 Materials Engineering Laboratory (1) Two hours of laboratory per week. Pre- or co-requisite: ENMA 300. Credit will be granted for only one of the following: ENMA 301 or ENME 301. Fatigue, tensile and impact testing, heat treatment and hardenability, structure and properties of steels, case studies.

ENMA 310 Materials Laboratory I: Structural Characterization (3) One hour of lecture and six hours of laboratory per week. Prerequisite: ENES 230. Co-requisite: ENMA 460. Junior

standing. Characterization of the structure of materials including both single crystal and polycrystalline materials. Laboratories will include x-ray and electron diffraction and microscopy.

ENMA 311 Materials Laboratory II: Electromagnetic Properties (3) One hour of lecture and six hours of laboratory per week. Prerequisites: ENMA 310 and ENMA 460. Junior standing. Characterization of the electromagnetic properties of materials. Laboratories will include measurements of electrical and transport properties, index of refraction, and magnetic properties.

ENMA 362 Mechanical Properties (3) Prerequisite: ENES 230. Junior standing or permission of department. Fundamentals of mechanical behavior in materials. Elastic behavior, dislocations, strengthening, high temperature deformation, deformation of non-crystalline materials, tensile fracture and fatigue.

ENMA 363 Microprocessing of Materials (3) Prerequisite: ENES 230. Micro and nanoscale processing of materials. Emphasis on thin film processing for advanced technologies.

ENMA 420 Intermediate Ceramics (3) Prerequisites: ENES 230, ENMA 470, and ENMA 471 or permission of department. To introduce basic concepts such as crystal chemistry, defect chemistry and ternary phase equilibria which can also be used to illustrate the various types of advanced ceramics (superconductors; superionic conductors; dielectrics including ferroelectrics; optical materials; high temperature structural materials; etc.) and allow an understanding of their behaviors.

ENMA 460 Physics of Solid Materials (3) Prerequisites: MATH 241 and PHYS 263. Junior standing. Classes of materials; introduction to basic ideal and real materials' behavior including mechanical, electrical, thermal, magnetic and optical responses of materials; importance of microstructure in behavior. One application of each property will be discussed in detail.

ENMA 461 Thermodynamics of Materials (3) Prerequisite: ENES 230. Junior standing. Thermodynamic aspects of materials; basic concepts and their application in design and processing of materials and systems. Topics include: energy, entropy, adiabatic and isothermal processes, internal and free energy, heat capacity, phase equilibria and surfaces and interfaces.

ENMA 462 Deformation of Engineering Materials (3) Prerequisite: ENES 230 or permission of both department and instructor. Relationship of structure to the mechanical properties of materials. Elastic and plastic deformation, microscopic yield criteria, state of stress and ductility. Elements of dislocation theory, work hardening, alloy strengthening, creep, and fracture in terms of dislocation theory.

ENMA 463 Macroprocessing of Materials (3) Prerequisite: ENES 230. Junior standing. Processing of modern, bulk engineering materials. Raw materials, forming, firing, finishing and joining. More emphasis on metals and ceramics than polymers.

ENMA 464 Environmental Effects on Engineering Materials (3) Prerequisite: ENES 230 or permission of both department and instructor. Introduction to the phenomena associated with the resistance of materials to damage under severe environmental conditions. Oxidation, corrosion, stress corrosion, corrosion fatigue and radiation damage are examined from the point of view of mechanism and influence on the properties of materials. Methods of corrosion protection and criteria for selection of materials for use in radiation environments.

ENMA 470 Structure and Properties of Engineering Materials (3) A comprehensive survey of the atomic and electronic structure of solids with emphasis on the relationship of structure to the physical and mechanical properties.

ENMA 471 Kinetics, Diffusion and Phase Transformations (3) Pre- or co-requisite: ENMA 461. Junior standing or permission of department. Fundamentals of diffusion, the kinetics of reactions including nucleation and growth and phase transformations in materials.

ENMA 472 Technology and Design of Engineering Materials (3) Prerequisite: ENES 230. Relationship between properties of solids and their engineering applications. Criteria for the choice of materials for electronic, mechanical and chemical properties. Particular emphasis on the relationships between the structure of solids and their potential engineering applications.

ENMA 473 Processing of Engineering Materials (3) The effect of processing on the structure of engineering materials. Processes considered include refining, melting and solidification, purification by zone refining, vapor phase processing, mechanical working and heat treatments.

ENMA 481 Introduction to Electronic and Optical Materials (3) Prerequisite: ENES 230 or equivalent. Electronic, optical and magnetic properties of materials. Emphasis on materials for advanced optoelectronic and magnetic devices and the relationship between properties and the processing/fabrication conditions.

ENMA 489 Selected Topics in Engineering Materials (3) Prerequisite: permission of department. Repeatable to 12 credits if content differs. To introduce basic concepts such as crystal chemistry, defect chemistry and ternary phase equilibria which can also be used to illustrate the various types of advanced ceramics (superconductors; superionic conductors; dielectrics including ferroelectrics; optical materials; high temperature structural materials; etc.) and allow an understanding of their behaviors.

ENMA 490 Materials Design (3) One hour of lecture and six hours of laboratory per week. Senior standing. Capstone design course. Students work in teams on projects evaluating a society or industry based materials problem and then design and evaluate a strategy to minimize or eliminate the problem; includes written and oral presentations.

ENMA 495 Polymeric Engineering Materials I (3) Prerequisite: ENES 230. Study of polymeric engineering materials and the relationship to structural type. Elasticity, viscoelasticity, anelasticity and plasticity of single and multiphase materials. Emphasis is on polymeric materials.

ENMA 496 Processing and Engineering of Polymers (3) Prerequisite: ENMA 495. Processing and engineering techniques for the conversion of polymeric materials into products are discussed. Processes considered include forming, bonding and modification operations. The effect of processing on the structure and properties of polymeric materials is emphasized.

ENMA 499 Senior Laboratory Project (1-3) Senior standing. Students work with a faculty member on an individual laboratory project in one or more of the areas of engineering materials. Students will design and carry out experiments, interpret data and prepare a comprehensive laboratory report.

ENME — Engineering, Mechanical

ENME 201 Careers in Mechanical Engineering (1) The Mechanical Engineering Curriculum, Career Paths. Research areas in the Mechanical Engineering Department. The Mechanical Engineering Profession.

ENME 232 Thermodynamics (3) Two hours of lecture and two hours of laboratory per week. Prerequisite: PHYS 262. Introduction to thermodynamics. Thermodynamic properties of matter. First and second laws of thermodynamics, cycles, reactions, and mixtures.

ENME 271 Introduction to Matlab (3) Two hours of lecture and two hours of laboratory per week. Prerequisite: ENES 221. Develop the skills to generate readable, compact and verifiably correct MATLAB scripts and functions to obtain numerical solutions to a wide range of engineering models and to display the results with fully annotated graphics. Learn structured programming.

ENME 320 Thermodynamics (3) Prerequisites: MATH 141; and PHYS 262. The properties, characteristics and fundamental equations of gases and vapors. Application of the first and second laws of thermodynamics in the analysis of basic heat engines, air compression vapor cycles. Flow and non-flow processes for gases and vapors.

ENME 331 Fluid Mechanics (3) Two hours of lecture and two hours of laboratory per week. Prerequisites: ENME 232 and ENES 221. Principles of fluid mechanics. Mass, momentum and energy conservation. Hydrostatics. Control volume analysis. Internal and external flow. Boundary layers. Modern measurement techniques. Computer analysis. Laboratory experiments.

ENME 332 Transfer Processes (3) Two hours of lecture and two hours of laboratory per week. Prerequisite: ENME 331. The principles of heat transfer. Conduction in solids. Convection. Radiation. Modern measurement techniques. Computer analysis.

ENME 350 Electronics and Instrumentation I (3) Two hours of lecture and two hours of laboratory per week. Prerequisite: PHYS 263. Credit will be granted for only one of the following: ENME 252 or ENME 350. Formerly ENME 252. Modern instrumentation. Basic circuit design, standard microelectronic circuits. Digital data acquisition and control. Signal conditioning. Instrumentation interfacing. Designing and testing of analog circuits. Laboratory experiments.

ENME 351 Electronics and Instrumentation II (3) Two hours of lecture and two hours of laboratory per week. Prerequisites: ENME 252 and PHYS 263. Continuation of ENME 252. Modern instrumentation. Basic circuit design, standard microelectronic circuits. Digital data acquisition and control. Signal conditioning. Instrumentation interfacing. Designing and testing of analog circuits. Laboratory experiments.

ENME 361 Vibration, Controls and Optimization I (3) Two hours of lecture and two hours of laboratory per week. Prerequisites: ENES 221 and ENES 220 and MATH 246.

Fundamentals of vibration, controls and optimization. Analysis and design in time, Laplace and frequency domains. Mathematical description of system response, system stability, control and optimization. Optimal design of mechanical systems.

ENME 371 Product Engineering and Manufacturing (3) Two hours of lecture and two hours of laboratory per week. Prerequisite: ENES 221. Business aspects of engineering product development. Relationship of design and manufacturing. Product specification. Statistical process control. Design team development. The development process.

ENME 382 Engineering Materials and Manufacturing Processes (3) Two hours of lecture and two hours of laboratory per week. Prerequisite: ENES 220. Basic material structures and properties. Mechanical behavior of materials. Manufacturing processes theory. Materials processing. Quality assurance. Laboratory experiments.

ENME 392 Statistical Methods for Product and Processes Development (3) Two hours of lecture and two hours of laboratory per week. Prerequisite: MATH 241. Integrated statistical methodology for the improvement of products and processes in terms of performance, quality and cost. Designed experimentation. Statistical process control. Software application. Laboratory activities.

ENME 398 Honors Research Project (1-3)

ENME 400 Machine Design (3) Prerequisites: ENME 310; and ENME 360. Co-requisite: ENME 401. Working stresses, stress concentration, stress analysis and repeated loadings. Design of machine elements. Kinematics of mechanisms.

ENME 408 Selected Topics in Engineering Design (3) Prerequisite: senior standing in mechanical engineering or permission of department. Repeatable to 6 credits if content differs. Creativity and innovation in design. Generalized performance analysis, reliability and optimization as applied to the design of components and engineering systems. Use of computers in design of multivariable systems.

ENME 414 Computer-Aided Design (3) Prerequisites: ENME 205; and MATH 241 or equivalent. Introduction to computer graphics. Plotting and drawing with computer software. Principles of writing interactive software. The applications of computer graphics in computer-aided design. Computer-aided design project.

ENME 423 Environmental Engineering (3) Prerequisites: ENME 321 and senior standing in mechanical engineering. Heating and cooling load computations. Thermodynamics of refrigeration. Low temperature refrigeration. Problems involving extremes of temperature, pressure, acceleration and radiation.

ENME 462 Vibrations, Controls, and Optimization II (3) Two hours of lecture and two hours of discussion/recitation per week. Prerequisites: ENME 351 and ENME 361. Continuation of ENME 361. Fundamentals of vibration, controls, and optimization. Analysis and design in time, Laplace and frequency domains. Mathematical descriptions of system response, system stability, control and optimization. Optimal design of mechanical systems.

ENME 465 Introductory Fracture Mechanics (3) Senior standing in engineering. An examination of the concepts of fracture in members with pre-existing flaws. Emphasis is primarily on the mechanics aspects with the development of the Griffith theory and the introduction of the stress intensity factor, K , associated with different types of cracks. Fracture phenomena are introduced together with critical values of the fracture toughness of materials. Testing procedures for characterizing materials together with applications of fracture mechanics to design.

ENME 470 Finite Element Analysis (3) Prerequisites: ENME 310; and ENME 321. Basic concepts of the theory of the finite element method. Applications in solid mechanics and heat transfer.

ENME 472 Integrated Product and Process Development (3) Two hours of lecture and two hours of laboratory per week. Prerequisite: ENME 371. Continuation of ENME 471. Integration of product development with the development process. Design strategies. Product architecture. Design for manufacturing. Selection of materials. Design for assembly.

ENME 473 Mechanical Design of Electronic Systems (3) Prerequisites: ENME 310; and ENME 360; and ENME 321. Design considerations in the packaging of electronic systems. Production of circuit boards and design of electronic assemblies. Vibration, shock, fatigue and thermal considerations.

ENME 488 Special Problems (3) Prerequisite: permission of department. Advanced problems in mechanical engineering with special emphasis on mathematical and experimental methods.

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ENME 489 Special Topics in Mechanical Engineering (3)
Prerequisite: permission of department. Repeatable to 6 credits with permission of advisor. Selected topics of current importance in mechanical engineering.

ENNU — Engineering, Nuclear

ENNU 215 Introduction to Nuclear Technology (3)
Prerequisites: MATH 141; and PHYS 161. Engineering problems of the nuclear energy complex, including basic theory, use of computers, nuclear reactor design and isotopic and chemical separations.

ENNU 310 Environmental Aspects of Nuclear Engineering (3)
Prerequisites: (MATH 241 or MATH 246; and PHYS 263) or permission of both department and instructor. Evaluation of environmental and safety aspects of nuclear power reactors. Calculations of radioactive decay, activation, shielding, radiation monitoring. Biological effects of radiation, waste handling, siting, plant design and operations, as related to environment safety and licensing regulations.

ENNU 320 Nuclear Reactor Operation (3) Two hours of lecture and two hours of laboratory per week. Introduction to nuclear reactor operations. Outline of reactor theory. Nature and monitoring techniques of ionizing radiation, radiation safety. Reactor instrument response. Operation of the University of Maryland nuclear reactor.

ENNU 398 Honors Research Project (1-3)

ENNU 430 Radioisotope Power Sources (3) Prerequisite: ENNU 215 or permission of both department and instructor. Principles and theory of radioisotope power sources. Design and use of nuclear batteries and small energy conversion devices.

ENNU 435 Activation Analysis (3) Prerequisite: ENNU 215 or permission of both department and instructor. Principles and techniques of activation analysis involving neutrons, photons and charged particles. Emphasis placed upon application of this analytical technique to solving environmental and engineering problems.

ENNU 440 Nuclear Technology Laboratory (3) One hour of lecture and four hours of laboratory per week. Prerequisites: MATH 240; and PHYS 263. Techniques of detecting and making measurements of nuclear or high energy radiation. Radiation safety experiments. Both a sub-critical reactor and the swimming pool critical reactor are sources of radiation.

ENNU 441 Nuclear Engineering Laboratory I (1) One hour of lecture and two hours of laboratory per week. Corequisite: ENNU 450. Methods of radiation detection. Principles and uses of radiation detectors and electronics. Geiger counting and statistical analysis. Fundamentals of gamma spectroscopy.

ENNU 442 Nuclear Engineering Laboratory II (1) One hour of lecture and two hours of laboratory per week. Prerequisite: ENNU 441. Co-requisite: ENNU 455. Principles of radiation detectors and electronics. Use of Maryland University Training Reactor for criticality experiments and activation analysis. Fundamental heat transfer experiments. Data acquisition and analysis.

ENNU 443 Nuclear Engineering Laboratory III (1) One hour of lecture and two hours of laboratory per week. Prerequisites: ENNU 441 and ENNU 442. Heat transfer, fluid flow, boiling experiments. Applications to reactor systems and components. Observation of thermal-hydraulic phenomena. Gamma shielding analysis.

ENNU 450 Nuclear Reactor Engineering I (3) Prerequisites: (MATH 246; and PHYS 263) or permission of both department and instructor. Elementary nuclear physics, reactor theory, and reactor energy transfer. Steady-state and time-dependent neutron distributions in space and energy. Conduction and convective heat transfer in nuclear reactor systems.

ENNU 455 Nuclear Reactor Engineering II (3) Prerequisite: ENNU 450. General plant design considerations including radiation hazards and health physics, shielding design, nuclear power economics, radiation effects on reactor materials, and various types of nuclear reactor systems.

ENNU 460 Nuclear Heat Transport (3) Prerequisite: ENNU 450. Heat generation in nuclear reactor cores, conduction and transfer to coolants. Neutron flux distributions, fission and heat release. Steady and unsteady state conduction in fuel elements. Heat transfer to nonmetallic and metallic coolants. Heat transfer with phase change. Thermal design of reactor cores.

ENNU 461 Chemical Separation in the Nuclear Cycle Reactor Fuel (3) Prerequisite: ENNU 450 or permission of both department and instructor. An introduction to chemical and physical separation of the nuclear reactor fuel. Basic separation processes, reactor fuel fabrication, reactor chemistry problems and the handling and treatment of radioactive waste. Calculations of plant design and operation. Related safety issues.

ENNU 465 Nuclear Reactor Systems Analysis (3)
Prerequisites: (MATH 246; and PHYS 263; and ENNU 455) or permission of both department and instructor. Power reactor (BWR, PWR, HTGR) system design and analysis. System specifications and modes of operation. Plant documentation (PSAR, FSAR, etc.). Piping and instrumentation drawings. Theory and application of pump and piping calculations. Steam power plant cycles and calculations. Steam plant equipment (turbines, heaters, condensers, etc.) analysis.

ENNU 468 Research (2-3) Prerequisite: permission of both department and instructor. Repeatable to 6 credits. Investigation of a research project under the direction of one of the staff members. Comprehensive reports are required.

ENNU 470 Introduction to Controlled Fusion (3) Prerequisite: senior standing in engineering or permission of both department and instructor. The principles and the current status of research to achieve controlled thermonuclear power production. Properties of ionized gases relating to confinement and heating. Concepts of practical fusion devices.

ENNU 480 Reactor Core Design (3) Prerequisite: ENNU 450 or permission of both department and instructor. Design of nuclear reactor cores based on a sequence of standard computer codes. Thermal and epithermal cross sections, multi-group diffusion theory in one and two dimensions and fine structure flux calculations using transport theory.

ENNU 485 Nuclear Reactor Thermal-hydraulics (3)
Prerequisites: ENNU 465, ENME 321 and ENME 342 or equivalent. Thermal-hydraulic response of nuclear power plant systems. Accident analysis and impact of emergency systems. Boiling phenomena, nucleate boiling, critical heat flux, condensation. Containment thermal-hydraulic analysis. Overview of principal thermal-hydraulic computer codes.

ENNU 489 Special Topics in Nuclear Engineering (3)
Prerequisite: permission of department. Repeatable to 6 credits if content differs. Selected topics of current importance in nuclear engineering.

ENNU 490 Nuclear Fuel and Power Management (3)
Prerequisites: (ENNU 460; and ENNU 480) or permission of both department and instructor. Physics and economics of the nuclear fuel cycle utilizing existing design codes. Mining, conversion, enrichment, fabrication, reprocessing processes. Effects of plutonium recycling, in-core shuffling, fuel mechanical design and power peaking on fuel cycle costs.

ENNU 495 Nuclear Engineering Systems Design (3) Two hours of lecture and three hours of laboratory per week. Prerequisites: ENNU 455 and ENNU 480 and Senior standing in nuclear engineering. Senior capstone design course. Major design experience that emphasizes putting student's engineering knowledge into practice. Design topic is one of current interest in nuclear engineering. Design methodology, creativity, feasibility, reliability, and economic analyses of the overall design required. Students work in teams, and present oral and written design reports.

ENPM — Engineering, Professional Masters

ENPM 489 Special Topics in Engineering (1-6) Repeatable to 12 credits if content differs. Special topics selected by the faculty for students in the Professional Master of Engineering Program.

ENRE — Reliability Engineering

ENRE 400 Principles of Quality and Reliability in Engineering (3) Not open to reliability engineering graduate students. Introduction to the basic principles of reliability and quality. Quality topics include: quality loss function, causes of variation and variance reduction techniques, and quality control activities and process control charts. Reliability topics include: basic probability and statistics, component and system reliability models, reliability analysis tools and physics of failure in product development.

ENRE 467 System Safety Engineering (3) Prerequisites: MATH 246 and PHYS 263 or permission of department. Role of system safety, the language of system safety, and programs for achieving safety, such as the problem solving process, safety criteria, safety descriptors, checklist-timeliness elements, safety training, hazard analysis, and uncertainty in safety measurements. Time-phased indicators, hazard nomenclature, hazard mode and effect analysis, hazard classification, hazard probability, survival rate, distributions applied to human performance.

ENRE 489 Special Topics in Reliability Engineering (3)
Prerequisite: permission of department. Repeatable to 6 credits if content differs. Selected topics of current importance in reliability engineering.

ENSP — Environmental Science and Policy

ENSP 101 Introduction to Environmental Science (3) Three hours of lecture and one hour of discussion/recitation per week. Not open to students who have completed PBIO 235 or BSCI 205. First part of a 2-semester course sequence that introduces students to the topics studied and methods employed in modern environmental science studies. Emphasis will be on critical evaluation of information available on such topics as atmospheric chemistry, radiation transfer, water pollution and overuse of groundwater, natural resources and bio-diversity.

ENSP 102 Introduction to Environmental Policy (3) Three hours of lecture and one hour of discussion/recitation per week. Prerequisite: ENSP 101 or permission of instructor. Second part of a two-semester course sequence that introduces students to the topics studied and methods employed in environmental science and policy. Emphasis on the process of formulating, implementing, and evaluating policy responses to environmental problems, with particular attention to policy controversies related to scientific uncertainty, risk assessment, the valuation of nature, and distributional equity.

ENSP 386 Internship (3-6) Prerequisite: internship proposal approved by the specialty advisor, the director of ENSP and the student's internship sponsor.

ENSP 400 Capstone in Environmental Science and Policy (3)
Prerequisite: Senior Standing or Permission of the Director of ENSP; ENSP 101 and 102. 90 semester hours. For ENSP majors only. Integration of physical, biological, and social sciences with applications to environmental science and policy. Problem-solving and multi-disciplinary case study evaluations pertinent to contemporary and future issues related to the environment.

FMST — Family Studies

FMST 105 Individuals in Families (3) Personal growth and development within the family context. Exploration of self-awareness, sex-role image, life transitions, and interpersonal and family relations.

FMST 260 Couple Relationships (3) Couple relationships and their alternatives in contemporary dating, courtship and marriage.

FMST 290 Family Economics (3) Application of economic methodology to study families under various economic situations. Examination of how decisions about marriage, divorce, fertility, consumption and time use are influenced by labor/housing markets, tax structure, social welfare benefits and other economic considerations.

FMST 298 Special Topics in Family Studies (1-3) Repeatable to 12 credits if content differs. Topics of special interest under the general guidance of the Department of Family Studies.

FMST 302 Research Methods in Family Studies (3)
Prerequisite: introductory statistics course. For FMST majors only. Introduction to the methods of the social and behavioral sciences employed in family science. The role of theory, the development of hypotheses, measurement, design, and data analysis.

FMST 330 Family Theories and Patterns (3) Junior standing. Theory and research on the family, including a cross-cultural analysis of family patterns.

FMST 332 Children in Families (3) Prerequisite: FMST 105 or PSYC 100. A family life education approach to the study of children and families. Emphasis on the interaction of children with parents, siblings, extended kin, and the community.

FMST 341 Personal and Family Finance (3) Individual and family financial strategies with emphasis on financial planning, savings, investments, insurance, income taxes, housing, and use of credit. Planning, analyzing, and controlling financial resources to resolve personal/family financial problems and to attain financial security.

FMST 343 Consumer Issues for Families (3) Prerequisite: ECON 200 or ECON 201 or ECON 205, or permission of department. Families as consumers of products, goods, and services. Special emphasis on the investigation of current issues.

FMST 370 Interpersonal Communication Processes (3) Training in interpersonal communication skills. Relevant concepts, principles, and models.

FMST 381 Poverty, Affluence, and Families (3) Prerequisite: SOCY 100 or SOCY 105. Social, political, cultural and economic factors influencing income and wealth in American families.

FMST 383 Delivery of Human Services to Families (3)
Prerequisite: FMST 330. Processes of service delivery with special emphasis upon relationships among managers, service providers and clients. The impact of human service systems on families.

FMST 399 Independent Study (1-6) Prerequisite: permission of department. Repeatable to 12 credits.

FMST 430 Gender Issues in Families (3) Prerequisite: SOCY 100 or SOCY 105 or PSYC 100. Also offered as WMST 430. Credit will be granted for only one of the following: FMST 430 or WMST 430. The development of historical, cultural, developmental, and psychosocial aspects of masculinity and femininity within the context of contemporary families and the implications for interpersonal relations.

FMST 431 Family Crises and Intervention (3) Prerequisite: PSYC 100. Family crises such as divorce, disability, substance abuse, financial problems, intrafamilial abuse, and death. Theories and techniques for intervention and enhancement of family coping strategies.

FMST 432 Intergenerational Aspects of Family Living (3) Prerequisites: PSYC 100; and SOCY 100 or SOCY 105; and FMST 332 (or other human development course). The historical, cultural, developmental, and psychosocial experiences of contemporary American generations. Interactions across generations within the family and the consequences for individual development. Cross-national comparisons.

FMST 444 Family Services and Human Service Organizations (3) Prerequisite: FMST 383 or equivalent. Review and analysis of well-functioning human service organizations, including issues of management, decision-making, workplace culture, budgeting, and evaluation of the workforce.

FMST 445 Family Resource Management (3) Interrelationship of resources (time, money, energy, space, materials and human resources) in operation of the household and in meeting demands of multiple roles of family members. Management as intervention strategy.

FMST 447 Persons with Disabilities in Families (3) Prerequisite: PSYC 100 or SOCY 100 or SOCY 105. Family and community issues for persons with disabilities and their families.

FMST 452 Family Policy Analysis (3) Prerequisite: permission of department. Examination of public, private, and non-profit sector policies and their impact on the quality of family life. Emphasis on policy formation, implementation, and evaluation.

FMST 460 Violence in Families (3) Prerequisite: PSYC 100 or SOCY 100 or SOCY 105. Theories of child, spouse, and elder abuse in the family setting. Emphasis on historical, psychological, sociological and legal trends relating to physical, emotional, and sexual abuse. Introduction to methods for prevention and remediation.

FMST 477 Internship and Analysis in Family Studies (3) Prerequisites: FMST 383, plus an additional six FMST credits and permission of department. For FMST majors only. Credit will be granted for only one of the following: FMST 477 or FMST 347. A supervised internship and a seminar requiring analysis. Opportunities to integrate theory and practice including 120 hours of contracted field experience. Summer or fall internship contracts due May 1; Spring contracts due December 1. See department for application procedures.

FMST 480 Work and Family Issues and Programs (3) The purpose, nature, organization and administration of worksite, or employer-based, family support resources, including child and elder care referral and subsidies, parenting education, health and wellness programs, parental and sick child leaves, and flexible work scheduling.

FMST 485 Introduction to Family Therapy (3) Prerequisites: FMST 330 or FMST 370; or one psychology course at 300 or above level. The fundamental theoretical concepts and clinical procedures of marital and family therapy including pre-marital and divorce therapy issues.

FMST 487 Legal Aspects of Family Problems (3) Laws and legal procedures, with emphasis on adoption, marriage, divorce, annulment, and property rights, and how they affect family life.

FMST 490 Family and Addiction (3) Prerequisite: SOCY 100 or SOCY 105 or PSYC 100 or permission of instructor. Theory, research, and clinical practice in the area of addictions and recovery as they relate to family processes.

FMST 497 The Child and the Law (3) Legislation and case law regarding children's legal rights with emphasis on the rights of children in the juvenile justice system, and rights to medical, educational, and other social services.

FMST 498 Special Topics (1-3) Prerequisite: permission of department. Repeatable to 6 credits if content differs. Special course topics in family studies.

FOLA — Foreign Language

FOLA 108 Elementary Foreign Languages I (3) Repeatable if content differs. The first semester of conversational study of a language not otherwise offered. The arts and humanities language requirement may be fulfilled by successful completion of FOLA 108, FOLA 109, FOLA 118 and FOLA 119 in a single language.

FOLA 109 Elementary Foreign Languages II (3) Prerequisite: FOLA 108 in the subject language or permission of department. Repeatable if content differs. The second semester of conversational study of a language not otherwise offered. The arts and humanities language requirement may be fulfilled by successful completion of FOLA 108, FOLA 109, FOLA 118 and FOLA 119 in a single language.

FOLA 118 Intermediate Foreign Languages I (3) Prerequisite: FOLA 109 in the subject language or permission of department. Repeatable if content differs. The third semester of conversational study of a language not otherwise offered. The arts and humanities language requirement may be fulfilled by successful completion of FOLA 108, FOLA 109, FOLA 118 and FOLA 119 in a single language.

FOLA 119 Intermediate Foreign Language II (3) Prerequisite: FOLA 118 in the subject language or permission of department. Repeatable if content differs. Developing intermediate language skills, in both grammar and vocabulary; enhancement of oral and writing abilities.

FOLA 128 Introductory Middle Eastern Languages I (3) Prerequisite: permission of department. Repeatable to 9 credits if content differs. An introduction to the three principal languages of the Islamic Middle East: Arabic, Persian, and Turkish. Only standard written form of the three languages is taught. May not be used to satisfy arts and humanities language requirement.

FOLA 129 Introductory Middle Eastern Languages II (3) Prerequisite: FOLA 128 and permission of department. Repeatable to 9 credits if content differs. Continuation of FOLA 128. May not be used to satisfy arts and humanities language requirement.

FOLA 138 Directed Study of a Foreign Language I (3) Open only by permission of department to students of high motivation and proven language learning aptitude. Directed study of a modern foreign language with use of a self-instructional approach.

FOLA 139 Directed Study of a Foreign Language II (3) Prerequisite: FOLA 138 in the same language or permission of department. A continuation of FOLA 138.

FOLA 148 Directed Study of a Foreign Language III (3) Prerequisite: FOLA 139 in the same language or permission of department. A continuation of FOLA 139.

FOLA 149 Directed Study of a Foreign Language IV (3) Prerequisite: FOLA 148 in the same language or permission of department. A continuation of FOLA 148.

FOLA 158 Directed Study of a Foreign Language (Intensive) I (6) Open only by permission of department to students of very high motivation and proven language learning aptitude. Intensive directed study of a modern foreign language with use of a self-instructional approach. Equivalent to FOLA 138 plus FOLA 139.

FOLA 159 Directed Study of a Foreign Language (Intensive) II (6) Prerequisite: FOLA 158 in the same language or permission of department. A continuation of FOLA 158. Equivalent to FOLA 148 plus FOLA 149.

FOLA 228 Intermediate Middle Eastern Languages I (3) Prerequisite: FOLA 129 and permission of department. Repeatable to 9 credits if content differs. Continuation of FOLA 129. May not be used to satisfy arts and humanities language requirement.

FOLA 329 Advanced Middle Eastern Languages II (3) Prerequisite: FOLA 328 or permission of department. Repeatable to 9 credits if content differs. Continuation of FOLA 328. May not be used to satisfy arts and humanities language requirement.

FOLA 389 Foreign Civilization (3) Repeatable to 6 credits if content differs. A survey of the cultural history, arts and letters, folklore and life-style of the speakers of a language not otherwise offered. All readings and instruction in English.

FOLA 408 Foreign Language I (3) Intensive study of a foreign language or related topic not available under one of the current foreign language departments or programs. May not be used to fulfill the arts and humanities language requirement.

FOLA 409 Foreign Language II (3) Prerequisite: FOLA 408 in the same language or topic. A continuation of FOLA 408. May not be used to fulfill arts and humanities language requirement.

FOLA 459 Foreign Literature in Translation (3) Repeatable to 6 credits if content differs. Reading and discussion of selected authors, periods or genres of a foreign literature not otherwise offered. All readings and instruction in English.

FREN — French

FREN 101 Elementary French (4) Four classroom meetings per week plus one laboratory hour. Not open to students with 2 or more years of high-school level French or to native/fluent speakers of French. Introduction to basic structures and pronunciation with emphasis on the four skills: listening, speaking, reading and writing.

FREN 102 Elementary French (4) Four classroom meetings plus one laboratory hour per week. Prerequisite: FREN 101 at UMCP or permission of department. Further work on basic structures and pronunciation with emphasis on the four skills: listening, speaking, reading and writing.

FREN 103 Review of Elementary French (4) Limited to students who have had at least two years of high school French or equivalent or who do not qualify for FREN 203. Credit will be granted for only one of the following: FREN 101, FREN 102 or FREN 103.

FREN 121 Accelerated French I (3) Prerequisite: good background in at least one other foreign language (successful completion of level 4 in high school or equivalent at the university level; or linguistic competence acquired by residence abroad; or demonstration of equivalent proficiency). An intensive beginning course in French language skills to enable the student to move more quickly to advanced courses. With FREN 122, may be used to satisfy language requirements.

FREN 200 French For Reading (3) Course not open to students who have completed two years of high school French or two semesters of college French within the last five years nor to students for whom French is the native language. Intensive course designed to bring students to a basic reading and translating competence of ordinary literary and scientific French, with the aid of a dictionary, in one semester. Study of essential grammar, but no spoken or written French involved. No prerequisites. May not be used to satisfy the language requirement of the College of Arts and Humanities.

FREN 202 Honors Intermediate French (4) Four hours of lecture per week. Credit will be granted for only one of the following: FREN 202 or FREN 203. Introductory readings in French literature and culture for students wishing an intensive, accelerated version of FREN 203. Designed primarily for highly motivated students and honors students. Fulfills the Arts and Humanities language requirement.

FREN 203 Intermediate French (4) Completion of the study of basic grammatical structures, with readings, conversation, and composition. Fulfills the Arts and Humanities language requirement.

FREN 204 Review Grammar and Composition (3) Prerequisite: FREN 203 or permission of department. An intensive review of major aspects of contemporary grammatical usage; training in comprehension and guided composition.

FREN 211 Intermediate Conversation (3) Not open to native speakers. Prerequisite: FREN 203 or permission of department. Practice in spoken French with emphasis on contemporary French topics.

FREN 240 Masterworks of French Literature in Translation (3) Major works of French literature from pre revolutionary France to the present. Emphasis on the individual in a social context. In English.

FREN 241 Women Writers of French Expression in Translation (3) Also offered as WMST 241. Credit will be granted for only one of the following: FREN 241 or WMST 241. Works and ideas of 20th century women writers of French in Canada, Africa, the Caribbean and France. Taught in English.

FREN 242 Black Writers of French Expression in Translation (3) An analysis of the works and ideas of 20th century black writers of French in Africa, the Caribbean and France. Taught in English.

FREN 250 Readings in French (3) Prerequisite: FREN 203 or equivalent. Not open to native speakers. Selected readings from various genres in French literature. Discussion and brief written reports in French.

FREN 301 Composition and Style (3) Prerequisite: FREN 204 or permission of department. Grammatical analysis, translation, free and guided composition.

FREN 302 Practicum in Translation I (3) Prerequisite: FREN 301 or permission of department. Problems and strategies of translation into both English and French. Journalistic and literary styles.

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FREN 303 Practicum in Translation II (3) Prerequisite: FREN 301 or permission of department. Problems and strategies of translation into both English and French. Commercial, political and diplomatic styles.

FREN 306 Commercial French I (3) Prerequisite: FREN 301 or permission of department. Introduction to commercial French including correspondence and business terminology. Emphasis on cross-cultural concepts needed for successful interaction within business settings. In French.

FREN 311 French Conversation (3) Prerequisite: any 200-level course in French above FREN 203 or permission of department. Not open to native speakers. Development of aural comprehension and oral expression through use of radio and television broadcasts.

FREN 312 Introduction to French Culture: The French Press (3) Prerequisite: any 200-level course in French above FREN 203 or permission of department. Not open to native speakers. Analysis and discussion of articles from French and Francophone printed media, reflecting a variety of sources and styles.

FREN 351 From Romanticism to the Age of Modernism and Beyond (3) Prerequisite: FREN 204 or FREN 250 or permission of department. A survey of the chief authors and major movements of French literature from Pre-Romanticism to the present.

FREN 352 From the Age of Epic and Romance to the Enlightenment (3) Prerequisite: FREN 204 or FREN 250 or permission of department. A survey of the chief authors and major movements of French literature from the Middle Ages to the end of the 18th century.

FREN 370 Aspects of French Civilization (3) Credit may not be counted toward a French major. Political, social, intellectual, and literary forces shaping contemporary France, from the French Revolution to the present. Taught in English.

FREN 398 Practicum in Spoken French (1) Prerequisite: FREN 312 or permission of department. Credit may not be counted toward a French major. Repeatable to 3 credits. Practice in French conversation at the advanced level.

FREN 399 Directed Study in French (1-3) Prerequisite: permission of department. Repeatable to 3 credits. Intended for advanced undergraduates who wish to work on an individual basis with a professor of their choice. Open as elective to all students, but may not be counted toward French major. May be taken for one, two or three credits, according to nature and scope of work envisaged. Grading method: Satisfactory/Fail only.

FREN 400 Applied Linguistics (3) The nature of applied linguistics and its contribution to the effective teaching of foreign languages. Comparative study of English and French, with emphasis upon points of divergence. Analysis, evaluation and construction of related drills.

FREN 401 Writing with Style (3) Prerequisite: FREN 301 or permission of department. Advanced composition and stylistic analysis.

FREN 404 Issues in the French-Speaking World Today (3) Prerequisite: FREN 311 or FREN 312 or permission of department. A socio-cultural and historical approach to relevant issues affecting contemporary French civilization. Press articles and television programs will be the basis for classroom cultural analysis and oral communication.

FREN 405 Explication De Texte (3) In-depth analysis of short literary works, or of excerpts selected for their historical, cultural, thematic or stylistic interest.

FREN 406 Commercial French II (3) Prerequisite: FREN 306 or permission of department. Advanced study of commercial French language—terminology and style—leading to preparation for the Paris Chamber of Commerce Examination.

FREN 407 History of the French Language (3) Evolution of the French language from Latin to modern French.

FREN 419 Studies in Medieval French Literature (3) Repeatable to 6 credits if content differs. Selected topics in medieval French literature.

FREN 429 Studies in French Literature of the Renaissance (3) Repeatable to 6 credits if content differs. Selected topics in French literature of the Renaissance.

FREN 439 Studies in 17th Century French Literature (3) Repeatable to 6 credits if content differs. Selected topics in seventeenth-century French literature.

FREN 449 Studies in 18th Century French Literature (3) Repeatable to 6 credits if content differs. Selected topics in eighteenth-century French literature.

FREN 459 Studies in 19th Century French Literature (3) Repeatable to 6 credits if content differs. Selected topics in nineteenth-century French literature.

FREN 469 Studies in 20th Century French Literature (3) Repeatable to 6 credits if content differs. Selected topics in twentieth-century French literature.

FREN 471 The Construction of French Identity I: From the Origins to the (3) Age of Versailles French life, customs, culture, traditions (800-1750).

FREN 472 The Construction of French Identity II: From the Revolution to (3) the Early Twentieth Century French life, customs, culture, traditions (1750 to the early twentieth century).

FREN 473 The Construction of French Identity III: Cross Cultural Approaches (3) to the Study of Contemporary French Society Patterns of communication, mythology, and ideology in modern France, from the Third Republic to the present, through historical and cross-cultural approaches, with reference to the Francophone world.

FREN 474 Contemporary France: A Sociocritical Approach (3) Recommended: FREN 473. A sociocritical approach to understanding modern French society through the study of print and non-print media documents (autobiography, film, and paraliterature), with reference to the Francophone world.

FREN 478 Themes and Movements of French Literature in Translation (3) Studies treatments of thematic problems or of literary or historical movements in French literature. Topic to be determined each semester. Taught in English.

FREN 479 Masterworks of French Literature in Translation (3) Treats the works of one or more major French writers. Topic to be determined each semester. Taught in English.

FREN 480 French Cinema: A Cultural Approach (in Translation) (3) Formerly FREN 475. A study of French culture, civilization, and literature through the medium of film. Taught in English.

FREN 481 Femmes Fatales and the Representation of Violence in Literature, (3) Opera and Film (in English) The problem of violence in art with respect to women and marginal populations. Taught in English.

FREN 482 Gender and Ethnicity in Modern French Literature (3) Literature by women writers of France and other French speaking areas with a focus on the relationship between gender, ethnicity and writing. Taught in English.

FREN 483 I and They: Conflict Between Individual and Society in French (3) Literature The alienation of the individual in conflict with society reflected in French works from the absolutist society of the 17th century to the disintegration of societal norms today. Taught in English.

FREN 484 The Age of Anxiety: Existentialism and the Absurd (in Translation) (3) Existentialism and the Absurd in 20th century French literature. Taught in English.

FREN 485 Ideologies and Relations between the Sexes in French Literature (3) (in Translation) The evolution of sexual mores in the Western world as reflected in masterworks of French literature from the 12th to the 20th centuries. Taught in English.

FREN 489 Pro-Seminar in Themes or Movements of French Literature (3) Repeatable to 6 credits if content differs.

FREN 495 Honors Thesis Research (3) Open only to students admitted to the departmental honors program. The writing of a paper under the direction of a professor in this department and an oral examination. Required to fulfill the departmental honors requirement.

FREN 498 Special Topics in French Literature (3) Repeatable to 6 credits if content differs.

FREN 499 Special Topics in French Studies (3) Repeatable to 6 credits if content differs. An aspect of French studies, the specific topic to be announced each time the course is offered.

GEMS — Gemstone

GEMS 101 Technological Innovation: An Historical Perspective (3) Two hours of lecture, one hour of laboratory, and one hour of discussion/recitation per week. For Gemstone participants only. Recommended: ENES 100G. First in a three-course sequence on the implications of technology that forms part of the Gemstone program. Combines history with technical disciplines to demonstrate: 1) how the discipline of history defines and analyzes problems; 2) how modern technical concepts emerge from historical experience; 3) how the application of these concepts has been shaped by social and cultural issues; 4) the implications of these concepts for defining and addressing modern technological problems.

GEMS 102 Research Topic Exploration (1) For Gemstone participants only. Under the guidance of faculty and other visiting speakers, students will develop research topics that they will pursue for the remainder of their participation in the Gemstone program, and they will also form into interdisciplinary teams.

GEMS 201 Technological Innovation: A Sociological Perspective (3) For Gemstone participants only. Recommended: GEMS 101. The impact of technology broadly conceived to include the knowledge system on 1) the organization of work in a comparative perspective; 2) on rates of innovation in products; 3) on the nature of competition and its feedback on the organization and the larger society; and 4) various adaptive strategies that firms and governments can use to handle the turbulence of technological waves. Emphasis on the new technologies, including flexible manufacturing, of the last ten years.

GEMS 208 Special Topics in Leadership and Team Development (1-3) Principles, methods and types of leadership and team development with an emphasis on group discussion and decision making. Reading, discussion and exploration of the basic team concept, communications for winning scenarios, goal setting, problem solving, conflict resolution and research methods.

GEMS 296 Team Project Seminar I (2) Prerequisite: GEMS 102. For Gemstone participants only. Students will develop and use teamwork skills and carry out interdisciplinary research under the general guidance of a faculty mentor. The student subgroup will investigate broad interdisciplinary challenges of societal, environmental, business or policy significance that have a significant technological component in the potential solution.

GEMS 308 Winter Term: Science, Technology and Traditional Societies (3) For Gemstone students only. Sophomore standing. Gemstone winter course (study abroad) will allow individuals and research teams to focus on the three dimensions of transformation as related to traditional societies and technology; (a) changing patterns of social need and technology; (b) cultural antecedents and its transformative effects on traditions; and (c) social traditions that hinder and/or enhance technological innovations.

GEMS 396 Team Project Seminar II (2) Prerequisite: GEMS 296. For Gemstone participants only. Students will continue to develop and use teamwork skills and carry out interdisciplinary research under the general guidance of a faculty mentor. The student subgroup will investigate broad interdisciplinary challenges of societal, environmental, business or policy significance that have a significant technological component in the potential solution.

GEMS 496 Team Project Seminar III (1) Prerequisite: GEMS 396. For Gemstone participants only. Students will further develop and use teamwork skills and carry out interdisciplinary research under the general guidance of a faculty mentor. The student subgroup will investigate broad interdisciplinary challenges of societal, environmental, business, or policy significance that have a significant technological component in their potential solution. Intermediate research results will be presented by each team.

GEMS 497 Team Thesis Defense (1) Prerequisite: GEMS 496. For Gemstone participants only. Students will use teamwork skills to complete the team research project and thesis. The team will formally present the thesis to experts in the area of interest.

GEOG — Geography

GEOG 100 Introduction to Geography (3) An introduction to the broad field of geography as it is applicable to the general education student. The course presents the basic rationale of variations in human occupancy of the earth and stresses geographic concepts relevant to understanding world, regional and local issues.

GEOG 110 The World Today: A Regional Geography (3) An examination of the functioning world today and the regions and major countries that are part of the whole. Organized around the framework of modern and traditional lifestyles with the aim of providing understanding of the world and its regions for the general education student.

GEOG 120 Nations in Conflict: A Spatial View (3) The geographic characteristics of conflict areas around the world. Issues common to international disputes such as: uneven access to resources, population pressures, religious differences and boundary disputes.

GEOG 123 Causes and Implications of Global Change (3) Also offered as GEOL 123, METO 123, and PBIO 123/BSCI 123. Credit will be granted for only one of the following: GEOG 123, GEOL 123, METO 123, or PBIO 123/BSCI 123. A unique experience in integrating physical, chemical, geological, and biological sciences with geographical, economic, sociological,

and political knowledge skills toward a better understanding of global change. Review of environmental science relating to weather and climate change, acid precipitation, ozone holes, global warming, and impacts on biology, agriculture, and human behavior. Study of the natural, long-term variability of the global environment, and what influence mankind may have in perturbing it from its natural evolution. Concepts of how physical, biological, and human behavioral systems interact, and the repercussions which may follow human endeavors. The manner in which to approach decision and policy making related to global change.

GEOG 130 Developing Countries (3) An introduction to the geographic characteristics of the development problems and prospects of developing countries. Spatial distribution of poverty, employment, migration and urban growth, agricultural productivity, rural development, policies and international trade. Portraits of selected developing countries.

GEOG 140 Coastal Environments (3) Introduction to coastal environments, with emphasis on U.S. East Coast. Physical and ecological systems, beach processes, waves, currents, human impacts, coastal zone management and shoreline engineering. Case studies of coastal areas, including Ocean City, Maryland.

GEOG 150 World Cities (3) An introduction to the forces that affect the growth of cities in different parts of the world. Regional variations in city design and examples of great world cities. The impact of changing technologies, economic and social change on the evolution of the city. Current and emerging trends.

GEOG 170 Maps and Map Use (3) The use and interpretation of maps encountered in both "everyday" reading and in scientific literature. Development of skills in map reading, environmental analysis, interpretation and orienteering.

GEOG 171 Maps and Map Use Laboratory (1) Two hours of laboratory per week. Pre- or co-requisite: GEOG 170. A laboratory course to accompany GEOG 170. Experience with maps as research tools; coordinate systems; projections; measurement of angles, directions, distance, area; topographic maps; map interpretation; symbolization; statistical mapping; spatial arrangement; and remote sensing.

GEOG 201 Geography of Environmental Systems (3) A systematic introduction to the processes and associated forms of the atmosphere and earth's surfaces emphasizing the interaction between climatology, hydrology and geomorphology.

GEOG 202 The World in Cultural Perspective (3) The imprint of cultural traits, such as religion, language and livelihood systems, on the earth's landscape. The transformation of the earth's surface as a result of cultural diversity, settlement patterns, political organization, cultural evolution, and population growth.

GEOG 203 Economic Geography (3) The spatial characteristics of world and regional economic activities. Population patterns; technology and economic development; principles of spatial interactions in trade; transportation networks; the city as an employment generator; the location of industries and services; the production and trade of agricultural and energy products.

GEOG 211 Geography of Environmental Systems Laboratory (1) Two hours of laboratory per week. Pre- or co-requisite: GEOG 201 or GEOL 100 or GEOL 120. A laboratory course to accompany GEOG 201. Analysis of the components of the earth's energy balance using basic instrumentation; weather map interpretation; soil analysis; the application of map and air photo interpretation techniques to landform analysis.

GEOG 212 The World in Cultural Perspective Laboratory (1) Two hours of laboratory per week. Pre- or co-requisite: GEOG 202. For GEOG majors only. Introduction to the basic methods and techniques employed in human geography.

GEOG 298 Special Topics in Geography (3) Repeatable to 6 credits if content differs. An introductory course dealing with special topics in geography.

GEOG 305 Quantitative Methods in Geography (3) A practical introduction to data sources and measurement, descriptive statistics, data collection, sampling and questionnaire design, field techniques, map use, computer use and data presentation.

GEOG 310 Research and Writing in Geography (3) Prerequisite: GEOG 305. Development of research methods in geography including the formulation of problem, the establishment of hypotheses, development of structures for testing hypotheses, and practice with forms of geographic presentation. Maps, quantitative and field methods are used as appropriate.

GEOG 320 The United States and Canada (3) The two countries as functioning geographic systems with important differences and key linkages. An examination of the cultural, environmental, and economic components and their spatial variation. Attention to the role of regions in national economies.

GEOG 321 Maryland and Adjacent Areas (3) The physical environment, natural resources, and population in relation to agriculture, industry, transport, and trade in the State of Maryland and adjacent areas.

GEOG 323 Latin America (3) A geography of Latin America and the Caribbean in the contemporary world: political and cultural regions, population and resource distribution, historical development, current levels of economic and social well-being, urbanization, development policies, migration trends, physical features and climates.

GEOG 324 Europe (3) The geographical diversity of modern Europe from landscape and regional perspectives. The diverse features of Europe's physical environment and resource base, and their integration into the demographic, economic, social and political patterns of the continent's major geographic regions.

GEOG 325 Russia and the Commonwealth States (3) Russia and the Commonwealth States as a functioning geographic system: its ethnic and cultural diversity, historical development, resource base, and economic regions. The characteristics of the relationship existing between Russia and the Commonwealth States.

GEOG 326 Africa (3) A geography of sub-Saharan Africa: physical features, climates, political and cultural regions. Population and resource distribution, current levels of economic and social well-being, urbanization development policies, projects and constraints, and migration trends.

GEOG 328 Topics in Regional Geography (3) Repeatable to 6 credits if content differs. Selected topics in regional geography.

GEOG 331 Southeast Asia (3) Spatial organization and development in and among Malaysia, Singapore, Indonesia, the Philippines, Thailand, Vietnam, Laos, Kampuchea and adjacent countries. Locational significance of the natural environment, historical and cross-cultural processes, economic and modernization trends, social conflicts and future development prospects.

GEOG 340 Geomorphology (3) Survey of landform types and role of processes in their generation. Frequency of occurrence and implications for land utilization. Emphasis on coastal, fluvial, and glacial landforms in different environmental settings. Landform regions of Maryland.

GEOG 345 Climatology (3) The geographic aspects of climate with emphasis on energy-moisture budgets, steady-state and non steady-state climatology, and climatic variations at both macro and micro-scales.

GEOG 347 Introduction to Biogeography (3) Prerequisite: GEOG 201. Recommended: GEOG 211. The principles of biogeography, including the patterns, processes and distributions of living organisms from local to global scales, aspects of ecophysiology, population and community ecology and evolutionary biology. Spatial processes in the biosphere will be covered.

GEOG 350 The American City: Past and Present (3) Development of the American city from the early 19th century to the present. The internal structure of contemporary metropolitan areas, the spatial arrangement of residential, commercial, and other activities. Washington, D.C. and Baltimore examples.

GEOG 360 Cultural Geography (3) Prerequisite: GEOG 201 or GEOG 202 or ANTH 101 or ANTH 102. Junior standing. Credit will be granted for only one of the following: GEOG 360 or GEOG 420. Formerly GEOG 420. Impact of humans through ideas and technology on the evolution of geographic landscapes. Major themes in the relationships between cultures and environments.

GEOG 361 Introduction to Human Dimensions of Global Change (3) Prerequisites: GEOG 201 or GEOG 202 or ANTH 220/101 or ANTH 260/102 or permission of department. Introduction to global-scale interrelationship between human beings and the environment. The development of global issues including but not limited to the environment, food, energy, technology, population, and policy.

GEOG 362 Cultural Geography (3) Prerequisites: GEOG 201 or GEOG 202 or ANTH 220/101 or ANTH 260/102 or permission of department. Not open to students who have completed GEOG 360. Credit will be granted for only one of the following: GEOG 360 or GEOG 362. Formerly GEOG 360. Impact of humans through ideas and technology on the evolution of geographic landscapes. Major themes in the relationships between cultures and environments.

GEOG 371 Computer Cartography (3) Two hours of lecture and two hours of laboratory per week. Credit will be granted for only one of the following: GEOG 371 or GEOG 370. Formerly GEOG 370. Principles of cartographic database, earth-map relations, map design, symbolization and color usage. Practical skills of making different thematic maps using simple software packages.

GEOG 372 Remote Sensing (3) Principles of remote sensing in relation to photographic, thermal infrared and radar imaging. Methods of obtaining quantitative information from remotely-sensed images. Interpretation of remotely-sensed images emphasizing the study of spatial and environmental relationships.

GEOG 373 Geographic Information Systems (3) Two hours of lecture and two hours of laboratory per week. Characteristics and organization of geographic data; creation and use of digital geospatial databases; metadata; spatial data models for thematic mapping and map analysis; use of geographic information system in society, government, and business. Practical training with use of advanced software and geographic databases.

GEOG 380 Local Field Course (3) Training in geographic field methods and techniques. Field observation of land use in selected rural and urban areas in Maryland and adjacent areas.

GEOG 384 Internship in Geography (3) Prerequisite: GEOG 305; and GEOG 310; and permission of department. C-requisite: GEOG 385. Supervised field training to provide career experience. Introduction to professional level activities, demands, opportunities. Placement at a public agency, non-profit organization, or private firm. Participation requires application to the internship advisor in preceding semester.

GEOG 385 Internship Research Paper (3) Prerequisite: GEOG 305; and GEOG 310; and permission of department. Co-requisite: GEOG 384. Seminar conducted on campus. Research paper related to the student's internship.

GEOG 396 Honors Research (3) Prerequisite: permission of department. Senior standing. For GEOG majors only. Formerly GEOG 398. First course in the departmental honors sequence. Student development of a potential research topic under the guidance of a faculty advisor, culminating in a written and oral presentation of a research proposal.

GEOG 397 Honor Thesis (3) Prerequisite: GEOG 398. Senior standing. For GEOG majors only. Formerly GEOG 399. Second course in the departmental honors sequence. Student research under the auspices of a faculty advisor, culminating in a research paper to be defended orally before the geography honors committee.

GEOG 398 Special Topics in Geography (3) Prerequisite: permission of department. Repeatable to 6 credits if content differs. Credit will be granted for only one of the following: GEOG 298 or GEOG 398. Formerly GEOG 298. An introductory course dealing with special topics in geography.

GEOG 399 Honors Thesis (3) Prerequisite: GEOG 398. Second course in departmental honors sequence. Student research under the auspices of a faculty advisor, culminating in a research paper to be defended orally before the geography honors committee.

GEOG 410 Colonial North America (3) The changing geography of the U.S. and Canada from pre-Columbian times to the end of the 18th century. Emphasis on areal variations, and changes in the settlements and economies of Indian and colonial populations. Areal specialization, and the changing patterns of agriculture, industry, trade and transportation. Population growth, composition and interior expansion. Regionalization.

GEOG 411 19th Century North America (3) An analysis of the changing geography of the U. S. and Canada from 1800 to the 1920's. The settlement, expansion and socio-economic development of the U. S., and comparisons with the Canadian experience. Immigration, economic activities, industrialization, transportation and urbanization.

GEOG 414 Historical Geography of the Hispanic World (3) The social, economic, political and cultural geography of the countries of the Iberian peninsula and Latin America in the past with concentration on specific time periods of special significance in the development of these countries.

GEOG 416 Overseas European Colonization and the Third World (3) The impact of European overseas expansion on Africa, Asia and Australasia during the 19th and early 20th centuries. Settlement patterns and territorial organization. Cultural and demographic change. Economic organization of space.

GEOG 421 Cultural Ecology (3) Basic issues concerning the natural history of humans from the perspective of the geographer. Basic components of selected behavioral and natural systems, their evolution and adaptation, and survival strategies.

GEOG 422 Population Geography (3) The spatial characteristics of population distribution and growth, migration, fertility and mortality from a global perspective. Basic population-environmental relationships; carrying capacity, density, relationships to national development.

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GEOG 423 Political Geography (3) Geographical factors in the national power and international relations; an analysis of the role of "geopolitics" and "geostrategy," with special reference to the current world scene.

GEOG 430 Location Theory and Spatial Analysis (3) Theories and procedures for determining the optimal location of industrial, commercial and public facilities. Techniques to evaluate location decisions. The provision of services within regions and metropolitan areas. Emerging trends.

GEOG 433 Transportation Networks (3) Description and modeling of spatial components of transportation systems. The theory and practice of analyzing transportation networks, including nodes, links, routes, flows and regions. Examples drawn from different transportation nodes.

GEOG 434 Agricultural and Rural Development (3) Spatial organization of agricultural resources; major types of agricultural activities in the world and their relationship to geographic conditions. Problems of conservation.

GEOG 436 Issues in Urban Transportation (3) Spatial patterns of personal travel, movement of goods, and public transit services in cities. Transportation and land use. Public policy issues; transportation access, energy use, and neighborhood disruption. Methods of data collection and analysis, travel demand surveys.

GEOG 440 Advanced Geomorphology (3) Prerequisite: GEOG 340 or GEOL 340 or permission of department. Credit will be granted for only one of the following: GEOG 440 or GEOG 441. Formerly GEOG 441. A quantitative investigation of the fundamental geomorphic processes shaping modern landscapes, with emphasis on coastal, fluvial or glacial processes. Discussion of historical environments. Field, instrumentation and laboratory analyses.

GEOG 446 Applied Climatology (3) Prerequisite: GEOG 345 or permission of department. Components of earth's radiation balance and energy budgets; radiation, soil heat flux and the evaporation process. Measurement and estimation techniques. Practical applications of microclimatological theory and techniques.

GEOG 447 Biogeography (3) Prerequisite: GEOG 347 or equivalent. Recommended: GEOG 123. Credit will be granted for only one of the following: GEOG 447 or GEOG 448. Formerly GEOG 448. Current Biogeographical topics of global significance, including a consideration of measurement techniques, and both descriptive and mechanistic modeling. Topics may include: scale in biogeography, climate and vegetation, global carbon cycle, bio-diversity, inter-annual variability in the biosphere, land cover, global biospheric responses to climate change, NASA's Mission to Planet Earth and Earth Observation System.

GEOG 448 Field and Laboratory Techniques in Environmental Science (1-3) Prerequisite: GEOG 201 or GEOL 100 or AGRO 105 or ENCE 221 or permission of department. Lecture and laboratory learning each week. A variable credit course that introduces field and laboratory analyses in environmental science. Individual learning contracts are developed with instructor.

GEOG 450 The Contemporary City (3) The contemporary urban system: towns, cities and metropolitan areas and their role as concentrations of social and economic activity. Patterns of land-use: residential, employment, commercial activity, manufacturing, and transportation. Explanatory and descriptive models. International comparisons.

GEOG 454 Washington, D.C.: Past and Present (3) Development of the Washington, D.C. area from its origin as the Federal Capital to its role as a major metropolitan area. The geographic setting, the L'Enfant Plan and its modification, the federal government role, residential and commercial structure. The growth of Washington's suburbs.

GEOG 456 The Social Geography of Metropolitan Areas in Global Perspective (3) Prerequisite: permission of department. A socio-spatial approach to human interaction within the urban environments: ways people perceive, define, behave in, and structure world cities and metropolitan areas. Cultural and social differences define spatial patterns of social activities which further define distinctions in distribution and interaction of people and their social institutions.

GEOG 457 Historical Geography of North American Cities (3) The urbanization of the United States and Canada prior to 1920. The evolution of the urban system across each country and the spatial distribution of activities within cities. The process of industrialization and the concurrent structuring of residential patterns among ethnic groups.

GEOG 462 Water Resources Policy and Planning (3) Critical concepts in U.S. water resources management with emphasis on Federal fresh and surface water policy. Examination of water resources planning models, focusing on demand projections,

prediction of water supply, and economic and environmental project evaluation.

GEOG 463 Geographic Aspects of Pollution (3) Impact of human activities on the environment and resulting pollution problems. Characteristics and spatial aspects of air, water, and land resource problems. Federal legislation and planning techniques to reduce pollution.

GEOG 467 Energy Resources and the Environment (3) Effects of energy resource utilization on the physical environment including land use, air and water quality, and solid waste generation. Recent laws and policies designed to reduce environmental impacts. Physical consequences of alternative energy technologies.

GEOG 470 Development of Cartographic Technology (3) Impacts of technological improvements in land surveying and maps production of graphic and spatial images. The formation, expansion and diffusion of geographic information. Study of cartographic imagery as a changing form of communication.

GEOG 471 Advanced Computer Cartography (3) Two hours of lecture and two hours of laboratory per week. Prerequisite: GEOG 371. Credit will be granted for only one of the following: GEOG 471 or GEOG 481. Formerly GEOG 481. Advanced topics and skills of computer map mapping using more sophisticated software package. Map projection evaluation and selection, coordinate system conversion, techniques of quantitative thematic mapping, map design and generalization, hypermedia and animated cartography. Emphasis on designing and making cartographically sound sophisticated thematic maps.

GEOG 472 Remote Sensing (3) Prerequisite: GEOG 372 or introductory remote sensing course in another department. Credit will be granted for only one of the following: GEOG 472 or GEOG 480. Formerly GEOG 480. Use of numerical, digital data and pictorial images from aircraft and space vehicles. Image display and enhancement. Applications in resources management and environmental studies.

GEOG 473 Geographic Information Systems and Spatial Analysis (3) Two hours of lecture and two hours of laboratory per week. Prerequisite: GEOG 373. Credit will be granted for only one of the following: GEOG 473 or GEOG 482. Formerly GEOG 482. Analytical uses of geographic information systems; data models for building geographic data bases; types of geographic data and spatial problems; practical experience using advanced software for thematic domains such as terrain analysis, land suitability modeling, demographic analysis, and transportation studies.

GEOG 478 Problems in Cartography and Geographic Information Science (3) Prerequisite: GEOG 371 and GEOG 373. Repeatable to 6 credits if content differs. Special topics in cartography and geographic information science

GEOG 482 Geographic Information Systems (3) Prerequisite: GEOG 373 or permission of department. The construction and use of computer-based information systems. The collection, manipulation and automated display of geographical data. Applications in areas such as resource management, political districting, terrain analysis, and community planning.

GEOG 498 Topical Investigations (1-3) Restricted to advanced undergraduate students with credit for at least 24 hours in geography and to graduate students. Any exceptions should have approval of department. Repeatable to 6 credits if content differs. Independent study under individual guidance.

GEOL — Geology

GEOL 100 Physical Geology (3) Credit will be granted for only one of the following: GEOL 100 or GEOL 103 or GEOL 105 or GEOL 107. A general survey of the rocks and minerals composing the earth, its surface features and the agents that form them, and the dynamic forces of plate tectonics.

GEOL 102 Historical Geology (4) Three hours of lecture and three hours of laboratory per week. Prerequisite: GEOL 100 or GEOL 103 or GEOL 105 or GEOL 107 or permission of department. Earth's history as revealed through the principles of stratigraphy and the processes of physical geology. Emphasis on formations and geologic development of the North American continent.

GEOL 103 Water, Earth, and Humans (4) Three hours of lecture and three hours of laboratory per week. Credit will be granted for only one of the following: GEOL 100 or GEOL 103 or GEOL 105 or GEOL 107. Focuses on the role of water as a geologic agent and a natural resource. The physical and chemical properties of water, the distribution of water both near the surface and at depth, and the role played by water in such processes as landscape development, ore deposit formation, volcanic eruptions and earthquakes are emphasized. In addition, the relationship between humans and the water cycle with particular reference to water supply, water quality and water power is explored.

GEOL 104 Dinosaurs: A Natural History (3) Dinosaurs, their evolution and extinction in the context of changing environments. Students will examine the geologic record and the tools used by geologists to determine geologic ages and sequences, dinosaur biology and classification, dinosaur social structure, and their role in the ecosystem. Mechanisms of global change ranging from plate tectonics to asteroid impact will be discussed.

GEOL 105 Geology of Maryland (4) Three hours of lecture and three hours of laboratory per week. Credit will be granted for only one of the following: GEOL 100 or GEOL 103 or GEOL 105 or GEOL 107. An exploration of the basic principles of physical geology by using the state of Maryland as a laboratory. Major rock types, evolution of the Appalachian Mountains, the erosion, transport and deposition of the Coastal Plain sediments, major river systems of Maryland, water use in rural, suburban and urban areas and the mining history in Maryland will be covered. Course will include approximately five half-day field trips.

GEOL 107 Natural Hazards (4) Three hours of lecture and three hours of laboratory per week. Credit will be granted for only one of the following: GEOL 100 or GEOL 103 or GEOL 105 or GEOL 107. A lab-based course to introduce the student to the affects of physical Earth processes on human activity. Concentration will be more on the dramatic geologic events including earthquakes, volcanoes, large mass movements, Tsunamis and bolide impacts.

GEOL 110 Physical Geology Laboratory (1) Three hours of laboratory per week. Pre- or co-requisite: GEOL 100 or GEOL 120. The basic materials and tools of physical geology stressing familiarization with rocks and minerals and the use of maps in geologic interpretations.

GEOL 120 Environmental Geology (3) A review of geologic factors underlying many environmental problems and the interactions between population and physical environment: geologic hazards, land-use planning, conservation, mineral resources, waste disposal, land reclamation and the geologic aspects of health and disease. The course is aimed at lower division students in education and liberal arts, and should be useful to any student concerned with geologic perspectives of environmental problems.

GEOL 123 Causes and Implications of Global Change (3) Also offered as GEOG 123, METO 123, and PBIO 123/BSCI 123. Credit will be granted for only one of the following: GEOG 123, GEOL 123, METO 123, or PBIO 123/BSCI 123. This course offers a unique experience in integrating physical, chemical, geological, and biological sciences with geographical, economic, sociological and political knowledge skills toward a better understanding of global change. Review of environmental science relating to weather and climate change, acid precipitation, ozone holes, global warming, and impacts on biology, agriculture, and human behavior. Study of the natural, long-term variability of the global environment, and what influence mankind may have in perturbing it from its natural evolution. Concepts of how physical, biological, and human behavioral systems interact, and the repercussions which may follow from human endeavors. The manner in which to approach decision and policy making related to issues of global change.

GEOL 210 Gems and Gemstones (3) A survey of the origin, occurrences, properties, fashioning, and treatments of natural and synthetic materials, with emphasis on diamonds and colored stones.

GEOL 212 Planetary Geology (3) An examination of the geological and geo-chemical processes at work in the solar system from the perspectives supplied by space age exploration of the planets and other solar system bodies.

GEOL 301 Evolution in Geology (3) Prerequisite: a college-level physical or biological science course with laboratory. An analysis of data, assumptions and logical structure of seafloor spreading and continental drift, biological evolution and the geological record, the concept of geologic time, catastrophism in geology, and "creationist geology."

GEOL 322 Mineralogy (4) Three hours of lecture and three hours of laboratory per week. Prerequisites: GEOL 110 and CHEM 103. Basic mineralogy for geology majors. The principles of morphologic crystallography, crystal chemistry, and determinative mineralogy.

GEOL 331 Invertebrate Paleontology (4) Three hours of lecture and three hours of laboratory per week. Prerequisite: GEOL 102. A systematic review of the morphology, classification, interrelationships and geologic significance of all the commonly fossilized invertebrate phyla.

GEOL 340 Geomorphology (4) Three hours of lecture and three hours of laboratory per week. Two Saturday field trips. Prerequisite: GEOL 103 or GEOL 105 or GEOL 107 or GEOL 110. Analysis of landforms, organized on the basis of the geological processes that have operated during the late

Cenozoic. Constructional and erosional landforms related to physical systems operating on geologic structures through time.

GEOL 341 Structural Geology (4) Three hours of lecture and three hours of laboratory per week. Prerequisite: GEOL 102 or permission of department. Deformation of the earth's crust; stress and strain; mechanical behavior of rocks; origin and significance of structural features. Construction of geologic maps and cross sections; stereo-graphic and orthographic representation of structures.

GEOL 342 Sedimentation and Stratigraphy (4) Three hours of lecture and three hours of laboratory per week. Prerequisite: GEOL 322 or permission of department. Description, origin and distribution of sediments and sedimentary rocks. Mandatory field trip.

GEOL 393 Technical Writing for Geoscientists (3) Prerequisites: completion of any two of the following and concurrent registration in the third: GEOL 341, GEOL 331, GEOL 322, and GEOL 451. For GEOL majors only. Planning, writing and presenting a plan for research in the geo-sciences.

GEOL 394 Research Problems in Geology (3) Prerequisite: GEOL 393. Investigation of a specific laboratory, library or field problem. Written and oral presentation of the study.

GEOL 410 Industrial Rocks and Minerals (3) Prerequisite: GEOL 322. The origin; occurrence; mineralogy; extraction and treatment technology; production and deposit-evaluation of rocks and minerals used in the construction, ceramic, chemical and allied industries. Restricted to non-fuels, non-metallic, non-gem materials. Field trips to industrial locations are required.

GEOL 423 Optical Mineralogy (3) One hour of lecture and four hours of laboratory per week. Prerequisite: GEOL 322. The optical behavior of crystals with emphasis on the theory and application of the petrographic microscope.

GEOL 436 Principles of Biogeochemistry (3) Three hours of lecture per week. Prerequisite: MATH 140 or 220, CHEM 103, GEOL 100 or 103 or 110. An introduction to the basic principles of biogeochemistry including aspects of organic geochemistry, biochemistry, microbiology, global geochemical cycles, the origin of life and paleoenvironmental evolution.

GEOL 437 Global Climate Change: Past and Present (3) Prerequisite: CHEM 103, MATH 115, GEOL 100 or GEOL 120 or GEOL 103. The goal of the course is to highlight the fact that global climate change is part of the Earth's past as well as of its present and future. Changes in climate that have occurred in the geologic past can be viewed as the Earth's natural climate variability. These changes are different from, though could be linked with, historical and present anthropogenically-induced climate change. We will discuss the modern climate system, the factors capable of forcing climate change on various time scales, the geologic proxies of past climate change and what these proxies tell us. Finally, we will compare and contrast past climate change with what is understood (and not understood) about modern climate change.

GEOL 442 Introduction to Solid-Earth Geophysics (3) Prerequisite: GEOL 100 or GEOL 103 or GEOL 105 or GEOL 107. Formerly GEOL 448. Nature and description of the solid earth as revealed by seismology; magnetic and gravity field studies; and geothermal methods. Development of plate tectonic theory. Earthquake predictions efforts; mantle thermal convection; fluid motion in Earth's core; space-related method for direct detection of plate motion (GPS, VLBI, and SLR).

GEOL 443 Petrology (4) Two lectures and one laboratory per week. Prerequisite: GEOL 322. Co-requisite: GEOL 423. Study of igneous and metamorphic rocks: petrogenesis; distributions; chemical and mineralogical relations; macroscopic and microscopic descriptions; geologic significance.

GEOL 445 Principles of Geochemistry (3) Prerequisites: CHEM 103; and GEOL 322. An introduction to the basic principles of geochemistry including geothermometry, geobarometry, geochronology and the genesis of natural inorganic materials.

GEOL 446 Geophysics (3) Two lectures and one laboratory per week. Prerequisite: PHYS 142. An introduction to the basic theories and principles of geophysics stressing such important applications as rock magnetism, gravity anomalies, crustal strain and earthquakes, and surveying.

GEOL 451 Groundwater Geology (3) Prerequisites: (CHEM 103 and MATH 140) and (GEOL 110 or GEOL 103 or GEOL 105 or GEOL 107). Corequisite: GEOL 342. Junior standing. An introduction to the basic geologic parameters associated with the hydrologic cycle. Problems in the accumulation, distribution and movement of groundwater will be analyzed.

GEOL 452 Watershed and Wetland Hydrology (3) Prerequisites: CHEM 103 and (GEOL 110 or GEOL 103 or GEOL 105 or GEOL 107) and (GEOL 322 or GEOL 340 or GEOL 341 or GEOL 342). 56 semester hours. Junior standing. Physical

processes by which water moves in watershed and wetland systems. Topics include: precipitation, infiltration, flow in the unsaturated zone, streamflow generation processes, and groundwater flow.

GEOL 453 Economic Geology (3) Two laboratories per week. Prerequisite: GEOL 322. A study of the geology of metallic ore deposits stressing ore-forming processes, configuration of important ore bodies, and familiarization with characteristic ore mineral suites.

GEOL 456 Engineering Geology (3) Two lectures and one laboratory per week. Prerequisite: GEOL 341. A study of the geological problems associated with the location of tunnels, bridges, dams and nuclear reactors, slope control, and natural hazards.

GEOL 462 Geological Remote Sensing (3) One lecture and two laboratories per week. Prerequisite: GEOL 341 and GEOL 342. An introduction to geological remote sensing including applications of aerial photographic interpretation to problems in regional geology, engineering geology, structural geology, and stratigraphy. Films, filters, and criteria used in selecting imagery are also discussed. Laboratory exercises include measurements of geologic parameters and compilation and transference of data to base maps.

GEOL 471 Geochemical Methods of Analysis (3) Prerequisite: CHEM 103 and CHEM 113. Principles and application of geochemical analysis as applied to a variety of geological problems. X-ray and optical spectroscopy, X-ray diffraction, atomic absorption, electron microprobe and electron microscopy.

GEOL 472 Tectonics (3) Prerequisite: GEOL 341. Selected tectonic elements of orogenic belts throughout the world viewed in the framework of plate tectonics and sea floor spreading.

GEOL 489 Special Topics (3) Co-requisite: GEOL 393. Senior standing. For GEOL majors only. Recent advances in geology.

GEOL 490 Geology Field Camp (6) Prerequisite: GEOL 390 or equivalent. Intense field geology course taught off campus during the summer. Students describe and compile maps of formations and structures from outcrops, subsurface, and remotely sensed data. Special fees required.

GEOL 491 Environmental Geology Field Camp (3-6) Prerequisites: GEOL 341 and GEOL 342 and GEOL 451 or permission of department. Credit will be granted for only one of the following: GEOL 490 or GEOL 491. Intensive field course designed for students of environmental geology. Students will learn to make maps, to describe soil profiles and site characteristics, to monitor hydrologic and groundwater conditions, and to measure geologic structures and stratigraphic sections.

GEOL 499 Special Problems in Geology (1-3) Prerequisites: GEOL 102; and GEOL 110 or equivalent; and permission of department. Intensive study of a special geologic subject or technique selected after consultation with instructor. Intended to provide training or instruction not available in other courses which will aid the student's development in his or her field of major interest.

GERM — Germanic Studies

GERM 101 Elementary German I (4) One hour of laboratory and four hours of discussion/recitation per week. Formerly GERM 111. Introduction to basic structures and pronunciation by emphasis on the four skills: listening, speaking, reading and writing. Readings concern the current lifestyle and civilization of the German-speaking world.

GERM 102 Elementary German II (4) One hour of laboratory and four hours of discussion/recitation per week. Prerequisite: GERM 101 or equivalent. Formerly GERM 112. A continuation of GERM 101, completing the introduction of basic structures and continuing the involvement with the civilization of the German-speaking world.

GERM 103 Review of Elementary German (4) One hour of laboratory and four hours of discussion/recitation per week. Prerequisite: assignment either by placement examination or by the undergraduate director. Designed specifically for students who are too advanced for GERM 101 but are not sufficiently prepared to take GERM 102. GERM 103 covers the coursework to the completion of GERM 102 in one semester.

GERM 148 Germanic Languages - Elementary I (3) Repeatable to 6 credits if content differs. Basic instruction in a Germanic language other than German; Yiddish and Swedish are offered regularly, Danish, Netherlandic, and Norwegian when demand is sufficient. Subtitle will reflect the language. May be repeated in a different language.

GERM 149 Germanic Languages - Elementary II (3) Prerequisite: GERM 148 in the same language. Continuation of GERM 148. May be repeated in a different language. Subtitle will reflect the language.

GERM 201 Intermediate German I (4) One hour of laboratory and four hours of discussion/recitation per week. Prerequisite: GERM 102. Grammar review and greater mastery of vocabulary, idioms, conversational fluency, and compositional skills. Readings stress the current lifestyle and civilization of the German-speaking world.

GERM 202 Intermediate German II (4) Four hours of lecture and one hour of laboratory per week. Prerequisite: GERM 201. Continuation of GERM 201. Grammar review and greater mastery of vocabulary, idioms, conversational fluency and compositional skills. Readings stress the current lifestyle and civilization of the German-speaking world.

GERM 220 Introduction to German Literature (3) Prerequisite: GERM 202. Reading and discussion of major authors with emphasis on contemporary German literature. Readings and instruction in German.

GERM 248 Germanic Languages Intermediate - I (3) Prerequisite: GERM 149 in the same language. Intermediate instruction in a Germanic language other than German. May be repeated in a different language. Subtitle will reflect the language.

GERM 249 Germanic Languages - Intermediate II (3) Prerequisite: GERM 248 in the same language. Continuation of German 248. May be repeated in a different language. Subtitle will reflect the language.

GERM 280 German-American Cultural Contrast (3) A study of German-American culture in contemporary literature.

GERM 281 Women in German Literature and Society (3) Also offered as WMST 281. Credit will be granted for only one of the following: GERM 281 or WMST 281. A study of changing literary images and social roles of women from the beginning of the 19th century to the present.

GERM 282 Germanic Mythology (3) An introduction to the religious beliefs of the pagan Germanic peoples. Comparison of Germanic myths with those of other Indo-European peoples. The conversion of the Germania to Christianity and the preservation of pagan beliefs in superstition and literature.

GERM 283 Viking Culture and Civilization (3) Formerly GERM 383. An introduction to the lifestyle of northern Europe in the 9th to 11th centuries. Readings and instruction in English.

GERM 284 German Chivalric Culture (3) Formerly GERM 384. An introduction to the lifestyle of northern Europe in the 12th to 14th centuries. Readings and instruction in English.

GERM 285 German Film and Literature (3) A visual approach to German literature through a study of the historical, cultural, and literary significance of German films. Representative examples from the golden age of German silent films to the new German cinema.

GERM 286 Ancient Indic Culture and Civilization (3) Formerly GERM 371. An introduction to the culture and civilization of Ancient India: religion, literature, arts, ethics, and law of the vedic period; younger Hinduism, and Buddhism. Reconstruction of each period's lifestyle with emphasis on the historic development of the principles which ruled everyday activities. Instruction and readings in English.

GERM 287 Ancient Celtic Culture and Civilization (3) Formerly GERM 372. An introduction to the culture and civilization of the Ancient Celts; religion, arts, ethics and law of the continental and island Celts. Focus on the Ulster and Fenian cycles in Ireland; Taliesin, Aneirin and the Mabinogion in Wales. Reconstruction of the lifestyle of the period. Instruction and readings in English.

GERM 289 Selected Topics in the Cultures of the Germanic Speaking Countries (3) Prerequisite: permission of instructor. Repeatable to 6 credits if content differs. Topics in the cultures of the Germanic speaking countries.

GERM 2890 The Germanic Speaking Countries in the New Europe (3)

GERM 301 Conversation and Composition I (3) Prerequisite: GERM 202 or equivalent. Practice in contemporary spoken and written German. Systematic review of grammar, and exercise in composition. Emphasis on cultural contrasts.

GERM 302 Conversation and Composition II (3) Prerequisite: GERM 301 or equivalent. Continuation of GERM 301.

GERM 321 Highlights of German Literature I (3) Prerequisite: GERM 220 or equivalent. Selected masterworks from different periods of German literature: middle ages, reformation, baroque, 18th century, classicism. Readings and instruction in German.

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GERM 322 Highlights of German Literature II (3) Prerequisite: GERM 220 or equivalent. Selected masterworks from different periods of German literature: romanticism, Biedermeier, Junges Deutschland, realism, naturalism and its counter currents, expressionism to the present. Readings and instruction in German.

GERM 339 German Literature in Translation (3) Repeatable to 6 credits if content differs. Selected movements, genres or other special topics in German literature. Readings and instruction in English. May not be counted in the fulfillment of German major requirements in German literature.

GERM 349 Germanic Literatures in Translation (3) Repeatable to 6 credits if content differs. Study of an important author, period or theme in a Germanic literature other than German: Yiddish, Netherlandic or Scandinavian. Readings and instruction in English.

GERM 360 Women in Scandinavian Literature (3) Prerequisite: a literature, culture, diversity course or permission of department. Introduction to and examination of women's creative work in Scandinavia from the Middle Ages to the present.

GERM 368 Scandinavian Civilization (3) Repeatable to 6 credits if content differs. Literary, artistic and historic traditions, folklore and superstition, customs and life-style shared by Scandinavian nations. Readings and instruction in English.

GERM 369 Scandinavian Literature in Translation (3) Repeatable to 6 credits if content differs. Study of a major Scandinavian author, genre, period or theme. Readings and instruction in English.

GERM 381 German Civilization I (3) A survey of the literary, educational and artistic traditions, great men and women, customs and general culture of the German-speaking world from the beginnings to the middle of the 18th century. All readings and instruction are in English.

GERM 382 German Civilization II (3) A continuation of GERM 381 covering the development of German, Austrian and Swiss civilizations from the middle of the 18th century to the present. All readings and instruction are in English.

GERM 389 Topics in Germanic Culture (3) Repeatable to 6 credits if content differs. Topics in the cultures of the German, Germanic, Indo-European peoples and of their culturally related non-Indo-European neighbors. In English.

GERM 389M Minority Languages and Cultures in Germany (3)

GERM 397 Honors Reading (Independent Study) (3) Supervised reading to be taken normally only by students admitted into honors program.

GERM 398 Honors Research (3) Prerequisite: permission of department. Repeatable to 6 credits if content differs. Prepares students to write an honors thesis. Under the direction of a German department faculty member, the student will select a thesis topic and conduct the necessary research.

GERM 401 Advanced Conversation (3) Prerequisite: GERM 302 or equivalent. Development of fluency in spoken German. Discussion of contemporary issues.

GERM 403 Advanced Composition (3) Prerequisite: GERM 302 or equivalent. Advanced instruction in writing skills.

GERM 405 Stylistics (3) Prerequisite: GERM 302 or equivalent. Stylistic analysis of oral and written German both literary and non-literary. Intensive study of vocabulary and syntax. Dictionary and composition exercises.

GERM 411 German for International Business I (3) Prerequisite: GERM 302 or equivalent or permission of department. Advanced skills in German for international business, including understanding and writing correspondence, reports, graphics, ads, etc., according to current German commercial style.

GERM 412 German for International Business II (3) Prerequisite: GERM 411 or equivalent or permission of department. Continuation of GERM 411.

GERM 415 German/English Translation I (3) Does not fulfill major requirements in German. Not open to students who have completed GERM 101, GERM 102, GERM 201, GERM 202, GERM 301 or GERM 302. An intensive presentation of German grammar limited exclusively to reading skill; graded readings in the arts and sciences. Instruction in English; cannot be used to satisfy the arts and humanities foreign language requirement.

GERM 416 German/English Translation II (3) Prerequisite: GERM 415 or equivalent. Written translation of materials from the student's field of study. Discussion of basic problems of German-to-English translation, with examples from students' projects. Instruction in English. Cannot be used to satisfy the arts and humanities foreign language requirement.

GERM 419 Selected Topics in German Language Study (3) Prerequisite: GERM 302 and permission of department. Repeatable to 6 credits if content differs.

GERM 421 Literature of the Middle Ages (3) Prerequisite: GERM 321 and 322 or permission of department. German literature from the 8th through the 15th centuries. Readings include Old High German texts; the German heroic, courtly and popular epic; Minnesang, Meistersang, the late Medieval epic; folk literature of the late Middle Ages. Read in modern German translation.

GERM 422 From the Reformation Through the Baroque (3) Prerequisite: GERM 321 and GERM 322 or permission of department. Readings of representative authors from the reformation and the period of humanism through the baroque (ca. 1450-1700). Readings and instruction in German.

GERM 423 From Enlightenment through Storm and Stress (3) Prerequisite: GERM 321 and GERM 322, or permission of department. Readings of representative authors from the Enlightenment (1720-1785), the Age of Sentimentalism (1740-1780), and Storm and Stress (1767-1785). Readings and instruction in German.

GERM 424 Classicism (3) Prerequisite: GERM 321 and GERM 322, or permission of department. Readings of representative authors from the Age of Classicism (1786-1832). Readings and instruction in German.

GERM 431 Romanticism and Biedermeier (3) Prerequisite: GERM 321 and GERM 322, or permission of department. Readings of representative authors from the periods of Romanticism (1798-1835) and Biedermeier (1820-1850). Readings and instruction in German.

GERM 432 Junges Deutschland and Realism (3) Prerequisite: GERM 321 and 322, or permission of department. Readings of representative authors from the periods of Junges Deutschland (1830-1850) and Realism (1850-1890). Readings and instruction in German.

GERM 433 Naturalism and Its Counter Currents (3) Prerequisite: GERM 321 and GERM 322, or permission of department. Readings of representative authors from the period of naturalism and its counter currents (1880-1920). Readings and instruction in German.

GERM 434 Expressionism to 1945 (3) Prerequisite: GERM 321 and GERM 322, or permission of department. Readings of representative authors from Expressionism through the period between the wars to the contrast of Nazi and Exile Literature (ca. 1910-1945). Readings and instruction in German.

GERM 435 From 1945 to the Present (3) Prerequisite: GERM 321 and GERM 322, or permission of department. Readings of representative authors from Germany, Austria, and Switzerland in the period from the end of World War II to the present. Readings and instruction in German.

GERM 439 Selected Topics in German Literature (3) Prerequisites: {GERM 321 and GERM 322} or permission of department. Repeatable to 6 credits if content differs. Special study of an author, school, genre, or theme. Readings and instruction in German.

GERM 449 Selected Topics in Germanic Studies (3) Prerequisite: permission of department. Repeatable to 6 credits if content differs. Study of a linguistic, literary or cultural topic in Yiddish, Netherlandic, or Scandinavian studies.

GERM 461 Reading Swedish, Danish and Norwegian I (3) Not open to students who have completed GERM 148S, GERM 149S, GERM 148D, GERM 149D, GERM 148N or GERM 149N. Develops reading facility in three languages in one semester, using modern Scandinavian texts from a variety of fields.

GERM 462 Reading Swedish, Danish and Norwegian II (3) GERM 461 or permission of department. Further development of reading facility.

GERM 463 The Icelandic Family Saga (3) Analysis of the old Norse saga as historiography, literature, and folklore. Readings and instruction in English.

GERM 472 Introduction to Germanic Philology (3) Prerequisite: GERM 202 or equivalent. Reconstructed proto-Germanic and surveys of Gothic, Old Norse, Old English, Old Saxon. The development of High German from the Old High German period through Middle High German to modern German; a short introduction to modern German dialectology. Instruction in English.

GERM 475 Old Norse (3) The language of the old Icelandic saga, the Eddas and Skaldic poetry. Reading of texts in the original; historical development of Old Norse and its role in the Germanic language family. No knowledge of German or a Scandinavian language required; instruction in English.

GERM 476 Sanskrit I (3) Introduction to reading Sanskrit text in Devanagari script. Descriptive and historic/comparative grammar stressing Indo-European origins and comparison with classical and modern European languages.

GERM 477 Sanskrit II (3) Prerequisite: GERM 476. Continuation of GERM 476. Completion of grammatical introduction. Reading of epic, folkloric, and vedic texts.

GERM 479 Selected Topics in Germanic Philology (3) Prerequisite: permission of department. Repeatable to 6 credits if content differs. Selected topics such as comparative Germanic studies, Old Norse language or readings in Old Norse literature, modern German dialectology.

GERM 489 Selected Topics in Area Studies (1-3) Prerequisite: GERM 302 or equivalent or permission of department. Repeatable to 6 credits if content differs.

GERM 498 Honors Thesis Writing (3) Prerequisite: permission of department. Repeatable to 6 credits if content differs. Required for students pursuing departmental honors in Germanic languages and literatures. Under the direction of a German department faculty member, students write their honors theses.

GERM 499 Directed Study (1-3) Prerequisite: permission of department. Repeatable to 6 credits if content differs.

GNED — General Education

GNED 288 Introduction to British Culture (3) Aspects of British culture they will encounter during their stay in London for students in the Study in London Program. A historical introduction to the development of London, illustrating the city's dominant role in British life and culture. Studies of the different communities, the media, architecture, the relationship between the community and the arts, environmental issues, as well as the political and commercial life of the city.

GREK — Greek

GREK 101 Elementary Ancient Greek I (4) A student who has had two units of Greek in high school may register for GREK 101 for purposes of review but not for credit. Study of basic grammar, development of reading facility, and introduction to Athenian life and culture in the fifth century B.C.

GREK 102 Elementary Ancient Greek II (4) Prerequisite: GREK 101 or equivalent. Continuing development of basic grammar and reading skills; study and discussion of central aspects of Greek culture.

GREK 201 Intermediate Ancient Greek (4) Prerequisite: GREK 102 or equivalent. Advancing beyond the basic skills developed in GREK 101 and GREK 102; review of selected grammatical concepts; continuous reading of passages from Greek literature.

GREK 301 Scenes from Athenian Life: Readings in Attic Authors (3) Credit will be granted for only one of the following: GREK 301 or GREK 351. Formerly GREK 351. Makes the transition from study of Greek grammar to reading. Focus on selected aspects of life in Athens: marriage, friendship, the courts, festival, theatre. Reading Short works by three authors: Lysias, Plato, and a playwright (e.g., Menander).

GREK 402 Greek Philosophers (3)

GREK 403 Greek Tragedy (3)

GREK 415 Homer (3) Prerequisite: permission of department. Extensive readings in Greek from the Iliad and the Odyssey, with special attention to the features of Homeric style and the similarities and differences between the two epics.

GREK 472 History and Development of the Greek Language (3) Prerequisite: permission of instructor. Mastery of ancient Greek through grammar review, prose composition, and analysis of historical developments in Greek writers' modes of expression.

GREK 488 Greek Readings (3) Prerequisite: permission of department. Repeatable to 6 credits if content differs. The reading of one or more selected Greek authors. Reports.

GREK 499 Independent Study in Greek Language and Literature (1-3) Prerequisite: permission of department. Repeatable to 6 credits if content differs.

GVPT — Government and Politics

GVPT 100 Principles of Government and Politics (3) A study of the basic principles and concepts of political science.

GVPT 170 American Government (3) A comprehensive study of national government in the United States.

GVPT 200 International Political Relations (3) Prerequisite: GVPT 100. A study of the major factors underlying international relations, the methods of conducting foreign relations, the foreign policies of the major powers, and the means of avoiding or alleviating international conflicts.

GVPT 210 Introduction to Public Administration and Policy (3) Prerequisite: GVPT 170. An introduction to the study of the administrative process in the executive branch with an examination of the concepts and principles of administration and their relationship to public policy. The organizational structure, theory and the behavior of participants in the administration of policy.

GVPT 220 Introduction to Political Behavior (3) Prerequisite: GVPT 100 or GVPT 170. Development, concepts and techniques of the behavioral approach to political science and other recent developments in the field.

GVPT 221 Introduction to Formal Theories of Political Behavior and Politics (3) Prerequisite: GVPT 170. An introduction to the theories of rational choice including theories of negotiation and bargaining, elections and voting in democracies, community organizing and the contrast between the roles and performances of government and market.

GVPT 231 Law and Society (3) Prerequisite: GVPT 170. A study of the basis of law and its relationship with various contemporary institutions such as the courts, the legal profession, and society at large.

GVPT 240 Political Ideologies (3) Prerequisite: GVPT 100. A survey and analysis of the leading ideologies of the modern world, including anarchism, communism, socialism, fascism, nationalism, and democracy.

GVPT 241 The Study of Political Philosophy: Ancient and Modern (3) Prerequisite: GVPT 100. Examines some of the salient continuities and breaks between the ancient and modern traditions in Western political philosophy.

GVPT 250 Introduction to International Negotiation (3) Prerequisite: GVPT 100. Recommended: GVPT 200. Introduction to the complexities of international negotiation and cross-cultural decision-making. Students will apply advanced computer technology in an interactive simulation involving actual negotiations.

GVPT 260 State and Local Government (3) Prerequisite: GVPT 170. A study of the functioning and problems of state and local government in the United States, with illustrations from Maryland jurisdictions.

GVPT 270 Introduction to Public Policy (3) Prerequisite: GVPT 170. Complex nature of public policy making at the national level in the United States. Policy making will be described and analyzed in terms of major actors, relationships, and characteristics.

GVPT 272 The Politics of Race Relations in the United States (3) Prerequisite: GVPT 170. Political dimension of historical and contemporary racial cleavage in the United States with particular emphasis on the post World War II period.

GVPT 273 Introduction to Environmental Politics (3) Prerequisite: GVPT 170. A comprehensive overview of environmental problems, institutions, policies, practices, and remedies found in present-day world society, with special emphasis on environmental matters as objects of American public policy, both domestic and foreign.

GVPT 280 Comparative Politics and Governments (3) Prerequisite: GVPT 100. An introduction to the comparative study of politics and governance, including the analytical frameworks for studies of politics and governmental institutions and a survey of the major types of European regimes.

GVPT 282 The Government and Politics of the Third World (3) Prerequisite: GVPT 100. A study of the governmental institutions, processes and problems, and the socio-economic environment which are common to the great majority of the Third World states of Africa, the Middle East, Asia, and Latin America; and in which internal politics develop.

GVPT 289 Special Topics in Government and Politics (1-6) Repeatable to 6 credits if content differs. Substantive issues of and theoretical approaches to political phenomenon. Topics and credit vary.

GVPT 306 Global Ecopolitics (3) Prerequisite: GVPT 200. Consideration of global problems such as the growth controversy, agricultural productivity, pollution, resource depletion, the energy crisis, and the general impact of science and technology on the world ecological, socio-economic, and political system, with particular emphasis on such matters as objects of public policy.

GVPT 309 Topics in International Relations (3) Repeatable to 6 credits if content differs. The study of topics in international relations.

GVPT 321 Intermediate Formal Theories of Political Behavior and Politics (3) Prerequisite: GVPT 221 or permission of department. Analysis of the theory of games, social choice, voting and such notions of social welfare as distributive justice and liberty.

GVPT 339 Topics in Public Law (3) Repeatable to 6 credits if content differs. The study of topics in public law.

GVPT 341 Political Morality and Political Action (3) Prerequisite: GVPT 100. The ethical problems implicit in public actions by individuals, groups, and government. Selected topics in contemporary political theory such as distribution, participation, and equality.

GVPT 349 Topics in Political Philosophy (3) Repeatable to 6 credits if content differs. The study of topics in political philosophy.

GVPT 350 International Relations of the Third World (3) Prerequisite: GVPT 200. A systemic view of relations between the industrialized and third world nations examining specific themes such as the legacy of colonialism, the origins and goals of national liberation movements, efforts to promote regional cooperation, and global movements such as nonalignment and the quest for a new international economic order.

GVPT 359 Topics in Comparative Politics (3) Repeatable to 6 credits if content differs. The study of topics in comparative politics.

GVPT 376 Applied Field Research in Government and Politics (3-6) Prerequisite: GVPT 170. Corequisite: GVPT 377. Students in this course participate as interns in an agency of government or in some other appropriate political organization. Assignments are arranged to provide students with insights into both theoretical and practical aspects of politics. Under the tutelage of the host agency and an academic adviser, students conduct a major research project of mutual interest to the student and his or her host agency in the field of government and politics.

GVPT 377 Seminar For Academic Interns (3) Prerequisite: GVPT 170. Corequisite: GVPT 376. The application of major concepts of political science to the realities of the political process. Readings and discussion attempt to relate the experiences of the academic interns to appropriate literature on the subject of political decision-making.

GVPT 379 Topics in American Politics (3) Repeatable to 6 credits if content differs. The study of topics in American politics.

GVPT 388 Topical Investigations (1-3) Prerequisite: one 200-level GVPT course. Repeatable to 6 credits if content differs. Independent research and writing on selected topics in government and politics.

GVPT 396 Introduction to Honors Research (3) Prerequisite: admission to and permission of GVPT Honors Program. A required course for all honors students designed to emphasize library research, methodology, and writing skills in political science and political philosophy. A written proposal, bibliography and research design for an honors paper required of all students as a final project.

GVPT 397 Honors Research (3) Prerequisite: GVPT 396 and admission to GVPT honors program. Individual reading and research. Preparation of an original paper.

GVPT 399 Seminar in Government and Politics (3) Prerequisite: one 200-level GVPT course. Reading, research, discussion, analysis, and writing in the area of politics. Both substantive issues and methodological approaches will be considered. Primarily for government and politics undergraduate majors.

GVPT 401 Problems of World Politics (3) Prerequisite: GVPT 200. A study of governmental problems of international scope, such as causes of war, problems of neutrality, and propaganda. Students are required to report on readings from current literature.

GVPT 402 International Law (3) Prerequisite: GVPT 200. A study of the basic character, general principles and specific rules of international law, with emphasis on recent and contemporary trends in the field and its relation to other aspects of international affairs.

GVPT 403 Law, Morality and War (3) Prerequisite: GVPT 200. An exploration of fundamental moral and legal issues concerning war.

GVPT 405 Defense Policy and Arms Control (3) Prerequisite: GVPT 200. Contemporary issues of military strategy and international security are covered, including: nuclear war, conventional (limited) war, guerrilla insurgency, arms control, disarmament, moderation of war, defense policy processes, and defense economics.

GVPT 406 Problems of International Cooperation (3) Prerequisite: GVPT 200. The analysis of the problems inherent in international cooperation with applications to such specific international issues as the environment, human rights, economic development and conflict resolution.

GVPT 407 International Political Economy (3) Prerequisite: GVPT 200. Introduces the field of international political economy, which analyzes the ways in which economic and political changes produce both economic and political reactions.

GVPT 409 Seminar in International Relations and World Politics (3) Repeatable to 6 credits if content differs. Reading, writing, and research on topics in international relations and world politics. Both substantive issues and methodological approaches will be considered. Primarily for government and politics majors.

GVPT 411 Public Personnel Administration (3) Prerequisite: GVPT 210. A survey of public personnel administration, including the development of merit civil service, the personnel agency, classification, recruitment, examination techniques, promotion, service ratings, training, discipline, employee relations, and retirement.

GVPT 412 Public Financial Administration (3) Prerequisite: GVPT 210. A survey of governmental financial procedures, including processes of current and capital budgeting, the administration of public borrowing, the techniques of public purchasing, and the machinery of control through pre-audit and post-audit.

GVPT 419 Seminar in Public Policy (3) Repeatable to 6 credits if content differs. Reading, writing, and research on topics in public policy. Both substantive issues and methodological approaches will be considered. Primarily for government and politics majors.

GVPT 422 Quantitative Political Analysis (3) Prerequisite: GVPT 220. Introduction to quantitative methods of data analysis, including selected statistical methods, block analysis, content analysis, and scale construction.

GVPT 423 Elections and Electoral Behavior (3) Prerequisite: GVPT 220. An examination of various topics relating to elections; the focus includes the legal structure under which elections are conducted, the selection and nomination process, the conduct of election campaigns, and patterns of political participation and voting choice in different types of elections.

GVPT 424 Topics in Formal Theories of Political Behavior and Politics (3) Prerequisite: GVPT 221 or permission of department. The focus of this course will vary both by its theoretical core and its applications. The theories are likely to be those of games, social choice, and voting. The applications will usually be to problems of distributive and social justice, community organizing, responsive public policy, institutional design, alliance and coalition formation, etc. Some of the topics will involve research projects.

GVPT 426 Public Opinion (3) Prerequisite: GVPT 220. An examination of public opinion and its effect on political action, with emphasis on opinion formation and measurement, propaganda and pressure groups.

GVPT 427 Political Sociology (3) Prerequisite: GVPT 220. A study of the societal aspects of political life including selected aspects of the sociology of group formation and group dynamics, political association, community integration and political behavior.

GVPT 428 Topics in Formal Theories of Political Behavior and Politics (3) Prerequisite: GVPT 221 or permission of department. Repeatable to 6 credits if content differs. An evaluation of theories of political behavior such as game, social choice and voting theory, and their applications to problems of distribution and social justice, community organizing, responsive public policy, institutional design, and alliance and coalition formation.

GVPT 429 Problems in Political Behavior (3) Prerequisite: GVPT 220. The problem approach to political behavior with emphasis on theoretical and empirical studies on selected aspects of the political process.

GVPT 431 Introduction to Constitutional Law (3) Prerequisite: GVPT 231. A systematic inquiry into the general principles of the American constitutional system, with special reference to the role of the judiciary in the interpretation and enforcement of the federal constitution.

GVPT 432 Civil Rights and the Constitution (3) Prerequisite: GVPT 231. A study of civil rights in the American constitutional context, emphasizing freedom of religion, freedom of expression, minority discrimination, and the rights of defendants.

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GVPT 433 The Judicial Process (3) Prerequisite: GVPT 231. An examination of judicial organization in the United States at all levels of government, with some emphasis on legal reasoning, legal research and court procedures.

GVPT 434 Race Relations and Public Law (3) Prerequisite: GVPT 231. A political and legal examination of the constitutionally protected rights affecting racial minorities and of the constitutional power of the federal courts, congress, and the executive to define, protect and extend these rights.

GVPT 436 The Legal Status of Women (3) Prerequisite: GVPT 231. Also offered as WMST 436. Credit will be granted for only one of the following: GVPT 436 or WMST 436. An examination of judicial interpretation and application of common, statutory, and constitutional law as these affect the status of women in American society.

GVPT 439 Seminar in Public Law (3) Repeatable to 6 credits if content differs. Reading, writing, and research on topics in public law. Both substantive issues and methodological approaches will be considered. Primarily for government and politics majors.

GVPT 441 History of Political Theory: Ancient and Medieval (3) Prerequisite: GVPT 100. A survey of the principal political theories set forth in the works of writers before Machiavelli.

GVPT 442 History of Political Theory—Medieval to Recent (3) Prerequisite: GVPT 100. A survey of the principal theories set forth in the works of writers from Machiavelli to Nietzsche.

GVPT 443 Contemporary Political Theory (3) Prerequisite: GVPT 100. A survey of the principal political theories and ideologies set forth in the works of writers from Karl Marx to the present.

GVPT 444 American Political Theory (3) Prerequisite: GVPT 100 or GVPT 170. A study of the development and growth of American political concepts from the Colonial period to the present.

GVPT 445 Marxism and Postmarxism (3) Prerequisite: GVPT 100. The study of Marxist thought and an assessment of the critical transformations and reassessments of the theory and practice of Marxism.

GVPT 446 Psychoanalysis and Politics (3) Prerequisites: GVPT 100 and GVPT 340. Psychological sources of individual and group behavior as applied to political phenomenon such as voting, war, revolution, and genocide.

GVPT 447 Islamic Political Philosophy (3) The writings of one or several authors from the rise of Islamic philosophy until today are examined in order to see how they understand the conflicting claims of revelations and unaided human reason about the best regime, justice, and human virtue.

GVPT 448 Non-Western Political Thought (3) Prerequisite: GVPT 100; permission of department required for repeat. Examination of works by major authors and general themes of political thought originating in Asia, the Middle East, and Africa. This is not a survey of all non-western political thought, but a course to be limited by the professor with each offering.

GVPT 449 Seminar in Political Philosophy (3) Repeatable to 6 credits if content differs. Reading, writing, and research on topics in political philosophy. Both substantive issues and methodological approaches will be considered. Primarily for government and politics majors.

GVPT 450 Comparative Study of Foreign Policy Formation (3) Prerequisite: GVPT 200. The opportunity to learn the theoretical underpinnings of foreign policy decision-making and to apply this knowledge in a simulation of a "real world" negotiation arena.

GVPT 451 Foreign Policies of Russia and the States of the Former Soviet Union (3) Prerequisite: GVPT 280 or GVPT 282. A study of the development of the foreign policies of Russia and the other states of the former Soviet Union, with attention paid to the processes of policy formation and the forces and conditions that make for continuities and changes.

GVPT 453 Recent East Asian Politics (3) Prerequisite: GVPT 280 or GVPT 282. The background and interpretation of recent political events in East Asia and their influence on world politics.

GVPT 455 Contemporary Middle Eastern Politics (3) Prerequisite: GVPT 280 or GVPT 282. A survey of contemporary development in the international politics of the Middle East, with special emphasis on the role of emerging Middle East nations in world affairs.

GVPT 457 American Foreign Relations (3) Prerequisite: GVPT 200. The principles and machinery of the conduct of American foreign relations, with emphasis on the Departments of State and Defense, and an analysis of the major foreign policies of the United States.

GVPT 459 Seminar in Comparative Politics (3) Repeatable to 6 credits if content differs. Reading, writing, and research on topics in comparative politics. Both substantive issues and methodological approaches will be considered. Primarily for government and politics majors.

GVPT 460 Problems in State and Local Government (3) Prerequisite: GVPT 260. A study of the structure, procedures and policies of state and local governments with special emphasis on the state level and on intergovernmental relationships, and with illustrations from Maryland governmental arrangements.

GVPT 461 Metropolitan Government (3) Prerequisite: GVPT 260. An examination of administrative problems relating to public services, planning and coordination in a metropolitan environment.

GVPT 462 Urban Politics (3) Prerequisite: GVPT 260. Urban political process and institutions considered in the light of changing social and economic conditions.

GVPT 473 Legislatures and Legislation (3) Prerequisite: GVPT 170. A detailed survey of lawmaking and the legislative process, emphasizing the U.S. Congress and its members.

GVPT 474 Political Parties (3) Prerequisite: GVPT 170. A descriptive and analytical examination of American political parties, nominations, elections, and political leadership.

GVPT 475 The Presidency and the Executive Branch (3) Prerequisite: GVPT 170. An examination of the U.S. presidency in historical and contemporary perspective: nomination and electoral politics and the president's place in policy-making, administration, and public opinion.

GVPT 476 The Business Government Relationship (3) Prerequisite: GVPT 270. Examines the structures, process, and outcomes of business and government and the politics and products of their cooperative-adversarial relationship in the United States. The design integrates interest group and administrative politics and the public policy process.

GVPT 479 Seminar in American Politics (3) Repeatable to 6 credits if content differs. Reading, writing, and research on topics in American politics. Both substantive issues and methodological approaches will be considered. Primarily for government and politics majors.

GVPT 480 Comparative Political Systems (3) Prerequisite: GVPT 280 or GVPT 282. A study, along functional lines, of major political institutions, such as legislatures, executives, courts, bureaucracies, public organizations, and political parties.

GVPT 481 Government and Administration of Russia and the States of the (3) Former Soviet Union Prerequisite: GVPT 280 or GVPT 282. A comparative study of the governmental systems and political processes of the states of the former Soviet Union.

GVPT 482 Government and Politics of Latin America (3) Prerequisite: GVPT 280 or GVPT 282. A comparative study of the governmental systems and political processes of the Latin American countries.

GVPT 483 Government and Politics of Asia (3) Prerequisite: GVPT 280 or GVPT 282. A comparative study of governments and politics of Asian countries.

GVPT 484 Government and Politics of Africa (3) Prerequisite: GVPT 280 or GVPT 282. A comparative study of the governmental systems and political processes of the African countries, with special emphasis on the problems of nation-building in emergent countries.

GVPT 485 Government and Politics of the Middle East (3) Prerequisite: GVPT 280 or GVPT 282. A comparative study of the governmental systems and political processes of the Middle Eastern countries, with special emphasis on the problems of nation-building in emergent countries.

GVPT 486 Comparative Studies in European Politics (3) Prerequisite: GVPT 280 or GVPT 282. Comparative studies in the forms of governance, political processes, and public policies in European countries.

GVPT 492 The Comparative Politics of Race Relations (3) Prerequisite: GVPT 280 or GVPT 282. Impact of government and politics on race relations in various parts of the world. The origins, problems, and manifestations of such racial policies as segregation, apartheid, integration, assimilation, partnership, and nonracism will be analyzed.

HEBR — Hebrew

HEBR 111 Elementary Hebrew I (6) Six hours of discussion/recitation per week. Modern Israeli Hebrew. Emphasis on conversation. Study of linguistic structure and development of audio-lingual, writing and reading ability.

HEBR 112 Elementary Hebrew II (6) Six hours of discussion/recitation per week. Prerequisite: HEBR 111 or equivalent. Continuation of HEBR 111.

HEBR 211 Intermediate Hebrew I (6) Six hours of discussion/recitation per week. Prerequisite: HEBR 112 or equivalent. Study of linguistic structure, further development of audio-lingual, reading, writing, and speaking skills. Reading of texts and newspapers designed to give some knowledge of Hebrew life, thought and culture.

HEBR 212 Intermediate Hebrew II (6) Six hours of discussion/recitation per week. Prerequisite: HEBR 211 or permission of department. Continuation of HEBR 211.

HEBR 298 Special Topics in Jewish Studies (3) Repeatable to 6 credits if content differs.

HEBR 313 Conversation and Composition I (3) Prerequisite: HEBR 212 or equivalent. A practical language course recommended for all students continuing with Hebrew. Review of grammar and composition. Selected readings. Oral and written exercises.

HEBR 314 Conversation and Composition II (3) Prerequisite: HEBR 313 or equivalent. A practical language course recommended for all students continuing with Hebrew. Review of grammar and composition. Selected readings. Oral and written exercises.

HEBR 381 Advanced Conversation and Composition (3) Prerequisite: HEBR 314 or permission of department. Concentrated practice in spoken and written Hebrew.

HEBR 382 Readings in Hebrew Newspapers and Periodicals (3) Prerequisite: HEBR 314 or permission of department. Current events, editorials, theatrical reports, book reviews, and scholarly articles. Conducted in Hebrew.

HEBR 498 Special Topics in Hebrew (3) Repeatable to 6 credits if content differs.

HEBR 499 Independent Study in Hebrew (1-3) Prerequisite: permission of instructor. Repeatable to 6 credits if content differs. Independent study under faculty supervision.

HESP — Hearing and Speech Sciences

HESP 120 Introduction to Linguistics (3) An introduction to the scientific study of natural language with focus on the basic concepts of phonology, syntax, semantics and pragmatics, with subsequent attention to the applied aspects of linguistic principles.

HESP 121 Language and Society (3) Credit will be granted for only one of the following: HESP 109 or HESP 121. An introduction to the fundamental issues of sociolinguistic research.

HESP 202 Introduction to Hearing and Speech Sciences (3) An introduction to phonetics, the physiological bases of speech production and reception, and the physics of sound.

HESP 300 Introduction to Psycholinguistics (3) Prerequisite: HESP 202 or HESP 120 or LING 200 or permission of department. An introduction to current theories of language and an investigation of their relationship to human communication behavior. Survey of the experimental literature relating to this question.

HESP 305 Anatomy and Physiology of the Speech Mechanism (3) Prerequisite: HESP 202 or permission of department. Anatomy, physiology, and neurology of speech mechanism.

HESP 311 Anatomy, Pathology and Physiology of the Auditory System (3) Prerequisite: HESP 202 or permission of department. Gross anatomy of the ear and pathways for transmission of sound energy through the peripheral and central auditory system. Causes, development and effects of pathological conditions contributing to temporary or chronic hearing impairments.

HESP 400 Speech and Language Development in Children (3) Prerequisite: HESP 300 or HESP 120 or LING 200 or permission of department. Analysis of the normal processes of speech and language development in children.

HESP 402 Speech Pathology I (3) Prerequisite: HESP 400. Etiology, assessment and treatment of language and phonological disorders in children.

HESP 403 Introduction to Phonetic Science (3) Prerequisite: HESP 305 or permission of department. An introduction to physiological, acoustic and perceptual phonetics; broad and narrow phonetic transcription; current models of speech production and perception.

HESP 404 Speech Pathology II (3) Prerequisite: HESP 305. Etiology, assessment and therapeutic management of phonation, resonance, and fluency disorders in children and adults.

HESP 406 Speech Pathology III (3) Prerequisites: HESP 300 and HESP 305. Survey of the dysarthrias and aphasia in adults from an interdisciplinary point of view.

HESP 407 Bases of Hearing Science (3) Prerequisite: HESP 311 or permission of department. Fundamentals of hearing, including the physics of sound, anatomy and physiology of peripheral and central auditory nervous system, psychophysical procedures used in measurement of auditory sensation and perception, and topics in psychological acoustics.

HESP 411 Introduction to Audiology (3) Prerequisite: HESP 311. An introduction to the field of audiology. Evaluation and remediation of hearing handicaps.

HESP 417 Principles and Methods in Speech-Language Pathology and Audiology (3) Prerequisite: (HESP 311 and HESP 402 and HESP 411) or permission of department. The principles underlying the treatment of speech, language and hearing disorders in children and adults.

HESP 418 Clinical Practice in Speech-Language Pathology and Audiology (3) Prerequisite: HESP 417. Repeatable to 6 credits. Supervised observation with some direct participation in clinical methods for the treatment of disorders of articulation, fluency, child and adult language; evaluation and habilitation/rehabilitation of hearing impaired children and adults.

HESP 420 Deafness and Sign Language (3) Credit will be granted for only one of the following: HESP 498A or HESP 420. An introduction to American Sign Language and Deaf Culture.

HESP 422 Neurological Bases of Human Communication (3) Prerequisite: HESP 305 or permission of instructor. Credit will be granted for only one of the following: HESP 498 or HESP 422. Basic neurology as it pertains to anatomy and physiology substrates of speech and language.

HESP 423 Phonetics for Teachers of English as a Second Language (3) Credit will be granted for only one of the following: HESP 498P or HESP 423. An introduction to the phonetic and phonological system of standard North American English, materials and techniques in teaching pronunciation for teachers of English as a second language.

HESP 438 Seminar: Special Issues in Early Childhood Special Education (1-3)

HESP 469 Honor Thesis Research (1-3) Prerequisite: Honor thesis advisor's approval. Repeatable to 6 credits if content differs. Student will develop thesis proposal, conduct research, analyze results, develop and defend final written document.

HESP 498 Seminar (3) Prerequisite: permission of department. Repeatable to 6 credits if content differs. Selected topics in human communication and its disorders.

HESP 499 Independent Study (1-3) Prerequisite: permission of department. Repeatable to 6 credits if content differs. A directed study of selected topics pertaining to human communication and its disorders.

HIST — History

HIST 106 American Jewish Experience (3) Also offered as JWST 141. Credit will be granted for only one of the following: HIST 106 or JWST 141. History of the Jews in America from colonial times to the present. Emphasis on the waves of migration from Germany and Eastern Europe; the changing nature of the American Jewish community and its participation in American social, economic and political life.

HIST 110 The Ancient World (3) Interpretation of select literature and art of the ancient Mediterranean world with a view to illuminating the antecedents of modern culture; religion and myth in the ancient near East; Greek philosophical, scientific, and literary invention; and the Roman tradition in politics and administration.

HIST 111 The Medieval World (3) The development of Europe in the Middle Ages; the role of religious values in shaping new social, economic, and political institutions; medieval literature, art and architecture.

HIST 112 The Rise of the West: 1500 - 1789 (3) History of early modern Europe. Development of the national consciousness of European peoples. Evolution of state power and bureaucracy, economic institutions, art, literature, science and religion.

HIST 113 Modern Europe: 1789 - Present (3) Evolution of modern nation states. Industrial-economic structure and demography. Emergence of modern secular society.

HIST 120 Islamic Civilization (3) Islamic civilization. The major institutions of Islam. Pre-Islamic Arabia, rise of Muhammad, basic tenets of Islam, Islamic religious law, and sectarian developments.

HIST 122 African Civilization to 1800 (3) History of Africa from earliest times to 1800. Topics of study include origins of African societies, Nile Valley civilization, medieval African states and societies, Islam, oral traditions, African slavery and the slave trade, and early African-European interactions.

HIST 123 Sub-Saharan Africa Since 1800 (3) Overviews early mid-19th-century changes in African societies, European conquest and African resistances in the late 19th-century, colonial states and societies, African nationalisms and decolonization and the independence era. Struggles over social, economic, and political changes are emphasized.

HIST 126 Jewish Civilization (3) Also offered as JWST 121. Credit will be granted for only one of the following: HIST 126 or JWST 121. Formerly HIST 105. Jewish history, culture, and society from Biblical times to the present.

HIST 156 History of the United States to 1865 (3) The United States from colonial times to the end of the Civil War. Establishment and development of American institutions.

HIST 157 History of the United States Since 1865 (3) The United States from the end of the Civil War to the present. Economic, social, intellectual, and political developments. Rise of industry and emergence of the United States as a world power.

HIST 170 The Humanities I (3) Cultural development of Western civilization from pre-historic times to the Renaissance. Influences on the common cultural heritage of Western civilization.

HIST 174 Introduction to the History of Science (3) Major issues in the development of modern science. Specific examples of discoveries and theories from the viewpoint of theories of historical change, philosophies of science, and interaction of science with philosophy.

HIST 175 Science and Technology in Western Civilization (3) Key periods of change in science and technology; the causes and effects of these changes beginning with prehistory and ending with the current century.

HIST 176 Modern Business History (3) Evolution of the modern business system in Europe and America. Modern corporations and banks and their relations with government and the rest of society.

HIST 178 Biography in History (3) Repeatable to 6 credits if content differs. Detailed investigations in the lives, times, and works of important and visible figures in world history. Concern for both the theory of the individual in history and close examination of the single person. Course content changes semester to semester.

HIST 180 The Chinese World (3) An introduction to China, both traditional and modern. Aspects of Chinese culture, including language, family, history, art, and agriculture.

HIST 209 Selected Topics (3)

HIST 210 Women in America to 1880 (3) Also offered as WMST 210. Credit will be granted for only one of the following: HIST 210 or WMST 210. An examination of the economic, family and political roles of colonial, slave, immigrant and frontier women in America from pre-industrial colonial period through the early stages of the 19th-century industrialization and urbanization.

HIST 211 Women in America Since 1880 (3) Also offered as WMST 211. Credit will be granted for only one of the following: HIST 211 or WMST 211. An examination of women's changing roles in working class and middle class families, the effects of industrialization on women's economic activities and status, and women's involvement in political and social struggles including those for women's rights, birth control, and civil rights.

HIST 212 Women in Western Europe, 1750-Present (3) Also offered as WMST 212. Credit will be granted for only one of the following: HIST 212 or WMST 212. An analysis of the economic, family, and political roles of European women from 1750 to the present. The effects of industrialization on women's work and status; the demographic parameters of women's lives, and women's participation in political events from market riots to suffrage struggles.

HIST 216 Introduction to the Study of World Religions (3) Survey of the history and development of major religions as a significant aspect of social and cultural history. Discusses major scholarly approaches to the study of religion.

HIST 219 Special Topics in History (3)

HIST 224 Modern Military History, 1494-1815 (3) Survey of the military history of Europe through an examination of the economic, financial, strategic, tactical, and technological aspects of the development of military institutions and warfare from the dynastic wars of the Valois and Habsburgs to the national wars of the French Revolution and Empire.

HIST 225 Modern Military History, 1815-Present (3) The military history of Europe through an examination of the economic, financial, strategic, tactical, and technological aspects of the development of military institutions and warfare from the Congress of Vienna in 1815 to the present.

HIST 234 History of Britain to 1485 (3) British history from Roman times to the 15th century. The Anglo-Saxon, Scandinavian and Norman invasions; the coming of Christianity; Magna Carta, the development of Parliament, legal institutions and the Common Law; the decline of medieval kingship.

HIST 235 History of Britain 1461 to 1714 (3) British history from the War of the Roses to the Hanoverian succession; Yorkist and Tudor society and politics; the Renaissance and Reformation in England, Henry VIII through Elizabeth I; 17th-century crises and revolutions; intellectual and cultural changes; the beginnings of empire; the achievement of political and intellectual order.

HIST 236 History of Britain 1688 to Present (3) British history from the Glorious Revolution of 1688 to the present. The revolution of 1688; the structure of 18th-century society and politics; economic and social change in the Industrial Revolution; 19th and 20th-century political and social reform; imperialism; the impact of the First and Second World Wars on British society.

HIST 237 Russian Civilization (3) An overview of Russian history stressing the main lines of development of the Russian state and the evolution of Russian culture to the present day.

HIST 250 Latin American History I (3) Latin America from pre-Columbian Indian cultures to the beginnings of the wars for independence (ca. 1810), covering cultural, political, social, and economic developments.

HIST 251 Latin American History II (3) The political culture of the republics of Latin America. Themes include nation building, modernization, race relations, economic development, gender, reform and revolution, and relations between the United States and Latin America.

HIST 254 African American History to 1865 (3) Survey of the principal developments in the history and culture of the peoples of African descent in colonial North America and the United States to 1865. Examines the African past, the Atlantic slave trade, variation in slavery, the growth of free black communities, the transformations of families and cultural forms, and patterns of resistance.

HIST 255 African American History, 1865 - Present (3) An introductory course in the African American experience in the United States from 1865 to present. Topics include the aftermath of the Civil War on US race relations, the rise of segregation, northern migration, World War I and II, Civil Rights Movements, and the Black Power Movement.

HIST 257 The American West in History and Imagination (3) Examines the American West from two perspective — as a place of lived experience and as an idea for which much of the United States' national vision has evolved. Emphasizes the experiences of Native American and colonizing Euro-American peoples in regional context, and the interplay between historical realities and national mythologies.

HIST 260 North Atlantic World, 1600-1800 (3) The American Colonies and the new American nation: their European heritage and influences.

HIST 265 Social and Cultural History of Modern America (3) American social history from the Civil War to the present. Examination of the social interactions accompanying the rise of male-dominated, business-oriented urban culture. Concentration on the major social forces clashing and cooperating to produce the modern United States: "business republicanism"; urban workers; intellectuals; rural populists; immigrants (especially Jewish); Black Americans; and struggling women liberators. The crosscurrents of a "free society" wrestling with contradictions of the democratic experiment.

HIST 266 The United States in World Affairs (3) A study of the United States as an emerging world power and the American response to changing status in world affairs. Emphasis on the relationship between internal and external development of the nation.

HIST 275 Law and Constitutionalism in American History (3) An exploration of the relationship between law and the social and political order between 1750 and 1950. Discussion of important historical issues—religious liberty, economic development, slavery and the Civil War, the political economy of industrialization, the creation of the modern state—from a legal and constitutional perspective.

204 Approved Courses

HIST 280 Reconstructing the Civilization of Ancient Mesopotamia (3) Also offered as JWST 227. Not open to students who have completed HEBR 440. Credit will be granted for only one of the following: HIST 280 or JWST 227. Formerly HEBR 440. History and culture of Ancient Mesopotamia, as reconstructed from archaeology, language, and texts of the region. Emphasis on culture, literature, religion, and institutions.

HIST 281 The Rabbinic Movement: History and Culture (3) Also offered as JWST 230. Credit will be granted for only one of the following: HIST 281 or JWST 230. Introduction to the Rabbinic movement and its history, first to seventh century CE. Survey of the essential texts of ancient Rabbinic literature, both halakhic (legal) and aggadic (non-legal).

HIST 282 History of the Jewish People I (3) Also offered as JWST 234. Credit will be granted for only one of the following: HIST 282 or JWST 234. Political, economic, social and cultural development within Jewish history from the Biblical period to the late Middle Ages. Special attention to the emergence of Rabbinic Judaism and its subsequent encounter with medieval Christian and Islamic civilizations.

HIST 283 History of the Jewish People II (3) Also offered as JWST 235. Credit will be granted for only one of the following: HIST 283 or JWST 235. Political, economic, social and cultural development within Jewish history from the end of Middle Ages to the present. Special attention to twentieth century developments including the Nazi holocaust and its aftermath, the Zionist movement and the creation of the State of Israel; rise of the contemporary American Jewish community.

HIST 284 East Asian Civilization I (3) An interdisciplinary survey of the development of East Asian cultures. An historical approach drawing on all facets of East Asian traditional life, to gain an appreciation of the different and complex cultures of the area.

HIST 285 East Asian Civilization II (3) A survey of the historical development of modern Asia since 1700. Primarily concerned with the efforts of East Asians to preserve their traditional cultures in the face of Western expansion in the 18th and 19th centuries, and their attempts to survive as nations in the 20th century.

HIST 286 The Jew and the City through the Centuries (3) Also offered as JWST 275. Credit will be granted for only one of the following: HIST 286 or JWST 275. Jewish urban experience from ancient times to the present. Public space and private space. The city and the sacred. Jewish ghettos and quarters. The struggle over modern Jerusalem.

HIST 305 The Eastern Orthodox Church: Its Cultural History (3) A study of the development of the Christian church in the Near East and Eastern Europe from the conversion of Constantine to the present. Emphasis on the relations between church and state in various periods and on the influence of Eastern Christianity on the cultures of traditionally Eastern Orthodox nations.

HIST 306 History of Religion in America (3) A history of religion, religious movements, and churches in America from the early Colonial period to the present, with special attention to the relation between church and society.

HIST 307 The Holocaust of European Jewry (3) Also offered as JWST 345. Not open to students who have completed HIST 206. Credit will be granted for only one of the following: HIST 307 or JWST 345. Roots of Nazi Jewish policy in the 1930's and during World War II: the process of destruction and the implementation of the "final solution of the Jewish problem" in Europe, and the responses made by the Jews to their concentration and annihilation.

HIST 309 Proseminar in Historical Writing (3) Discussions, and research papers designed to acquaint the student with the methods and problems of research and presentation. Students will be encouraged to examine those phases of history which they regard as their specialties.

HIST 312 Crisis and Change in the United States (3) Prerequisite: one course in history. Major historical crises, controversies, and readjustments in the United States.

HIST 313 Crisis and Change in European Society (3) Prerequisite: one course in history. Major historical crises, controversies, and readjustments in European society.

HIST 314 Crisis and Change in the Middle East and Africa (3) Prerequisite: one course in history. Major historical crises, controversies, and readjustments in the Middle East and Africa.

HIST 315 Crisis and Change in East Asia (3) Prerequisite: one course in history. Major historical crises, controversies, and readjustments in East Asia.

HIST 316 Crisis and Change in Latin America (3) Prerequisite: one course in history. Major historical crises, controversies, and readjustments in Latin America.

HIST 319 Special Topics in History (3) Repeatable to 6 credits if content differs.

HIST 320 Early Christianity: Jesus to Constantine (3) Prerequisite: one course in ancient history at the 200 level. Also offered as JWST 331. Credit will be granted for only one of the following: HIST 320 or JWST 331. Social and religious history of early Christianity from its origins in the first century to the reign of Constantine.

HIST 321 Biblical History and Culture (3) Also offered as JWST 324. Not open to students who have completed HEBR 333. Credit will be granted for only one of the following: HIST 321 or JWST 324. Formerly HEBR 333. Study of the political, social and religious development of the Jewish nation from its inception to its return from exile in Babylonia around 536 C.E. Focus on biblical texts, archaeological finds, and source materials from neighboring cultures to reconstruct political history and the development of religious concepts.

HIST 324 Classical Greece (3) The ancient Greeks from Homer to Socrates, 800-400 B.C. Society and religion of the city-state, the art and literature of Periclean Athens, the Peloponnesian war, and the intellectual circle of Socrates.

HIST 325 Alexander the Great and the Hellenistic Age (3) History of the Greeks 400-30 B.C.: Alexander and the changes he wrought in the Mediterranean world; the rise of monarchies and leagues; new directions in religion, art, literature, and science; and Hellenization of the Near East, including the Jews.

HIST 326 The Roman Republic (3) Ancient Rome 753-44 B.C., from its founding to the assassination of Julius Caesar. Rome's conquest of the Mediterranean world, the social and political forces which brought it about, and the consequent transformation and decline of the republic.

HIST 327 The Roman Empire (3) Roman history from Augustus to Heraclius, 44 B.C.-A.D. 641: The Imperial court and government; the diversity of culture in provinces and cities and the progress of Romanization; Roman religion and its transformation in late antiquity; the Roman army and defense of the frontiers.

HIST 330 Europe in the Making: The Early Medieval West (A.D. 300-1000) (3) From one empire to another: Rome to Charlemagne. This period is approached as a crucible in which classical, Christian, and Germanic elements merged, yielding new experimental syntheses. This course will deal with issues of authority, cultural trends, and the formation of group solidarity.

HIST 331 Europe in the High Middle Ages: 1000-1250 (3) Medieval civilization in the 11th through 13th centuries. Emphasis on cultural and political developments of the high Middle Ages with study of the principal sources of medieval thought and learning, art and architecture and political theory. Recommended as a sequel to HIST 330.

HIST 332 Europe During the Renaissance and Reformation I (3) Continental Europe from 1450 to 1650: development and spread of Renaissance culture; growth in the powers of central government; economic expansion and beginnings of overseas colonization; division of Western Christendom into two rival religious camps. Particular emphasis on the Protestant and Catholic reformations and their consequences for Europe's political, social, and cultural development. Renaissance and reformation, 1450-1555. The age of religious wars, 1555-1650.

HIST 333 Europe During the Renaissance and Reformation II (3) Continuation of HIST 332.

HIST 334 The Age of Absolutism, 1600-1715 (3) Europe in the age of Louis XIV, with emphasis upon social, religious, and cultural developments.

HIST 335 Society, Ideas and Culture in the Old Regime, 1715-1789 (3) Europe during the French revolution and Napoleonic period. Intellectual, social, and cultural movements in revolutionary Europe.

HIST 336 Europe in the 19th Century, 1815-1919 (3) The political, economic, social, and cultural development of Europe from the Congress of Vienna to the First World War.

HIST 337 Europe in the World Setting of the 20th Century (3) Political, economic and cultural developments in 20th-century Europe with special emphasis on the factors involved in the two World Wars and their global impacts and significance.

HIST 340 Eastern Europe under Communism (3) The evolution of communist regimes and socialist societies in Poland, Czechoslovakia, Hungary, East Germany, Romania and Bulgaria with separate treatment of Yugoslavia. Emphasis on pre-1945 continuity and post-1945 change.

HIST 341 History of Anti-Semitism (3) The historical development of anti-Semitism in its European context. Anti-Semitism both as a set of ideas and as a political movement from the ancient era to the present, with emphasis on the modern era.

HIST 342 Fascism: Theory and Practice (3) The origins and history of fascism in Europe, 1918-1945. Emphasis divided between the industrialized (or industrializing) nations and the largely agrarian countries of Europe. The rise of fascism in other parts of the world.

HIST 344 Revolutionary Russia (3) An exploration of the roots, dynamics and consequences of the Russian Revolution of 1917. Major interpretations of the fall of tsarism, social and political forces at play, Leninism and Stalinism.

HIST 346 Social and Cultural History of Europe (3) An exploration of social structure, life styles, rituals, symbols, and myths of the peoples of Europe.

HIST 347 History of Crime and Punishment (3) Emphasis on the historical development of law enforcement agencies, criminal jurisdictions and trial procedure, 1500-1800. Nature of principal felonies and major trends in crime; penal theory and practice in historical perspective.

HIST 351 Social History of Washington, D.C. (3) Development of the "resident city" of Washington: neighborhoods, schools, places of worship, economic establishments, and local population groups.

HIST 352 America in the Colonial Era, 1600-1763 (3) The founding of the English colonies in America and their European backgrounds, the reasons for the instability of colonial society to 1689 and the emergence of stable societies after 1689; the development of colonial regionalism, political institutions, social divisions, the economy, religion, education, urban and frontier problems in the eighteenth century.

HIST 353 America in the Revolutionary Era, 1763-1815 (3) Credit will be granted for only one of the following: HIST 353 or HIST 361. The background and course of the American Revolution and early nationhood through the War of 1812. Emphasis on how the Revolution shaped American political and social development, the creation of a new government under the Constitution, and the challenges facing the new nation.

HIST 354 Ante-Bellum America 1815-1861 (3) Recommended: HIST 156 or HIST 210. Credit will be granted for only one of the following: HIST 354 or HIST 363. Traces how the strong nationalism after the War of 1812 transformed into the sectionalism that led to Civil War. The course concentrates on the controversies over slavery and other issues contributing to North-South antagonism, including Jacksonian democracy, capitalism, racism, immigration, manifest destiny and religious, social, and intellectual movements, each of which produced its own social tendencies and tensions.

HIST 355 Civil War and the Rise of Industrialization, 1860-1900 (3) Credit will be granted for only one of the following: HIST 355 or HIST 364. Civil War, sectional and class conflicts and their impact on American life and institutions from the beginning of the Civil War through the Gilded Age; social, economic, and political reconstruction of the Union; industrialization, urbanization, and technological changes.

HIST 356 Emergence of Modern America, 1900-1945 (3) Recommended: HIST 157 or HIST 211. Credit will be granted for only one of the following: HIST 356, HIST 365 or HIST 366. The emergence of modern institutions and identities, 1900-1945. These institutions may include corporate enterprises and the welfare state; identities include homosexuality, the New Woman and the New Negro.

HIST 357 Recent America: 1945-Present (3) Recommended: HIST 157 or HIST 356. Credit will be granted for only one of the following: HIST 357 or HIST 367. American history from the inauguration of Harry S. Truman to the present with emphasis upon politics and foreign relations, but with consideration of special topics such as radicalism, conservatism, and labor.

HIST 370 Jews and Judaism in Antiquity I: Sixth Century BCE through the (3) First Century CE Also offered as JWST 325. Credit will be granted for only one of the following: HIST 370 or JWST 325. Political, social, and religious history of the Jews from the Persian period to the Judean revolt of 66-70 CE. Special attention to the rise of sectarian and revolutionary movements.

HIST 371 Jews and Judaism in Antiquity II: First through Seventh Century (3) Recommended: HIST 370. Also offered as JWST 326. Credit will be granted for only one of the following: HIST 371 or JWST 326. Political, social, and religious history of the Jews from the destruction of the Jerusalem Temple in 70 CE to the Muslim conquests. Special attention to the political transformation of Judaism under late Roman Christianity, and the rise of the Rabbinic movement.

HIST 374 Modern Jewish History I: The Road to Emancipation, 1650-1870 (3) Also offered as JWST 343. Credit will be granted for only one of the following: HIST 374 or JWST 343. Social, political, economic, and cultural change in the Jewish world since 1650. Emphasis on emancipation, assimilation, and new forms of Jewish identity in Western and Eastern European Jewry from the 17th to the 20th centuries.

HIST 375 Modern Jewish History II: World Jewry Since 1870 (3) Also offered as JWST 344. Credit will be granted for only one of the following: HIST 375 or JWST 344. Continuation of HIST 374.

HIST 376 History of Zionism and the State of Israel (3) Also offered as JWST 342. Credit will be granted for only one of the following: HIST 376 or JWST 342. Ideological and political factors leading to the establishment of a secular Jewish state in 1948; Zionist thought of Herzl, Ahad Ha-am, the socialist and religious Zionists, and the revisionists; diplomatic activities; Arab-Israeli conflict; post-1948 Israeli society.

HIST 380 American Relations With China and Japan, 1740-Present (3) American political, economic, and cultural relations with China and Japan from the American colonial era to the present. Diplomacy and power politics; Christian missions; immigration and exclusion; overseas education; art and literature; trade, investment, technology.

HIST 390 Middle East I (3) A survey of the political, cultural and institutional history covering the period up to the tenth century.

HIST 391 Middle East II (3) A survey of the political, cultural and institutional history covering the period up from the tenth century to the beginning of the nineteenth century.

HIST 392 History of the Contemporary Middle East (3) Modernization, westernization and secularization in a traditional society; the rise of sovereign nation-states; shifting political and economic power groupings within a regional and global context.

HIST 395 Honors Colloquium I (3) Prerequisite: permission of department. For HIST majors only. History and theory: the conceptual underpinnings of the historical discipline. Students evaluate several contrasting theories of history. Prerequisite for other honors courses.

HIST 396 Honors Colloquium II (3) Prerequisite: HIST 395 or permission of department. For HIST majors only. Uses a seminar approach to examine a major problem of historical interpretation across two or more diverse cultures in different periods. Topics vary and include: religion and society, the city in history, gender, slavery and emancipation, and modernization.

HIST 398 Honors Thesis (3)

HIST 401 The Origins of Modern Science from Aristotle to Newton (3) Prerequisite: Any course that satisfies CORE Physical Sciences requirement. Introduction to the history of physical science, focusing on the transformation in our understanding of the world during the 16th and 17th centuries. Ancient and medieval conceptions of the universe, physical theories, and mathematical sciences in Europe, Asia, and Middle East, the transition from geocentric to heliocentric astronomy through the work of Copernicus, Kepler, and Galileo, interactions between science and religion as exemplified by the Trial of Galileo, new laws of mechanics, Newton's discoveries and theories, and the establishment of the Newtonian worldview.

HIST 402 The Development of Modern Physical Science: From Newton to Einstein (3) Prerequisites: MATH 110; and PHYS 112 or PHYS 117 or equivalent. The history of physics in the 18th and 19th centuries, including connections with mathematics, technology, chemistry and planetary science. Emphasis on internal technical developments in physical theory, with discussion of experimental, philosophical and sociological aspects. This is the second part of a three-semester sequence (HIST 401, HIST 402, PHYS 490); each part may be taken independently of the others.

HIST 403 20th Century Revolutions in the Physical Sciences (3) Prerequisites: MATH 110 or equivalent and six credits of college-level physics. Major changes in knowledge of the physical world, including quantum theory/atomic structure, relativity/cosmology, and continental drift/plate tectonics; theories about the nature of scientific revolutions.

HIST 404 History of Modern Biology (3) The internal development of biology in the 19th and 20th-centuries, including evolution, cell theory, heredity and development, spontaneous generation, and mechanism-vitalism controversies. The philosophical aspects of the development of scientific knowledge and the interaction of biology with chemistry and physics.

HIST 406 History of Technology (3) Not open to students who have completed HIST 407 prior to Fall Semester, 1989. The changing character of technology in modern history, beginning with the Middle Ages. Concentrates on the Industrial Revolution and its aftermath, the nature of technological knowledge and the sources of technological change.

HIST 407 Technology and Social Change in History (3) Students with HIST 407 prior to Fall Semester 1989 must have permission of department to enroll in this course. Social consequences of technological innovations and the ways in which societies have coped with new technologies.

HIST 410 Introduction to Archives I (3) Prerequisite: permission of department. Corequisite: HIST 411. History of the basic intellectual problems relating to archives and manuscript repositories; emphasis on problems of selection, access, preservation, inventorying and editing as well as the variety of institutions housing documents.

HIST 411 Introduction to Archives II (3) Prerequisite: permission of department. Corequisite: HIST 410. Practical experience through placement in cooperating archives or manuscript repositories in the Baltimore/Annapolis/Washington, D.C. areas. Assignments to specific projects based on intellectual interest of students.

HIST 414 History of European Ideas I (3) Review of the basic Western intellectual traditions as a heritage from the ancient world. Selected important currents of thought from the scientific revolution of the 16th and 17th centuries to the end of the 18th century.

HIST 415 History of European Ideas II (3) A continuation of HIST 414 emphasizing 19th and 20th-century thought.

HIST 418 Jews and Judaism: Selected Historical Topics (3) Repeatable to 6 credits if content differs.

HIST 419 Special Topics in History (3) Repeatable to 9 credits if content differs.

HIST 422 Byzantine Empire I (3) The Eastern Roman Empire from Constantine the Great to the crisis of the 9th-century. The development of the late Roman state into the Medieval Christian Byzantine Empire and the evolution of a distinctive Byzantine culture.

HIST 423 Byzantine Empire II (3) The Byzantine Empire from the Macedonian renaissance to the conquest of Constantinople by the Ottomans in 1453; the Byzantine Empire at its height, the Crusades, Byzantium as a minor power, and its contributions to the Renaissance and the cultures of Russia and the Balkans.

HIST 424 Early Russia (3) A study of the evolution of the East Slavic peoples from prehistory to the time of Peter the Great. Major segments are devoted to the Kievan Rus state, Mongol rule, Muscovite autocracy, the absorption of Ukraine, and the advent of Westernization.

HIST 425 Imperial Russia (3) The rise and fall of the Russian Empire, Peter the Great to the collapse of tsarism in revolution. Emphasis on the evolution of autocracy, social groups, national identities, and cultural change.

HIST 426 Age of Industry: Britain 1760 to 1914 (3) An economic, social, political and cultural analysis of Britain in the age of its industrial supremacy. The nature of the first industrial revolution; the emergence of modern social classes; the cultural impact of industrialization; politics and society in the early and mid-19th-century; Victorianism and its critics; imperialism and politics; high and low culture; the rise of labor; social and political tensions 1910-1914.

HIST 427 Age of Decline: Britain 1914 to Present (3) British society since the First World War. The social, cultural, economic and political impact of the First World War; labor and politics in the 1920s and 1930s; the inter-war Depression, appeasement and foreign policy; the social impact of the Second World War; the welfare state and nationalization of industry; the dissolution of Empire; the emergence of a consumer society; social criticism in the 1950s; the economic and political problems of the 1960s and 1970s.

HIST 430 Tudor England (3) An examination of the political, religious and social forces in English life, 1485-1603, with special emphasis on Tudor government, the English reformation and the Elizabethan era.

HIST 431 Stuart England (3) An examination of the political, religious and social forces in English life, 1603-1714, with special emphasis on Puritanism and the English revolutions.

HIST 433 Changing Perceptions of Gender Identities in the U.S., 1880-1935 (3) Exploring changing perceptions of gender in the U.S., 1880-1935, and the impact of those changes on the day-to-day lives of men and women.

HIST 435 Constitutional and Legal History of Britain (3) Not open to students who have completed HIST 434. Constitutional and legal developments in England from the Anglo-Saxon settlement to the present day. The rise and decline of monarchical government, the development of parliament, and the emergence of systematized, democratic government. The origins of the common law and legal profession, the development of a centralized judicial system, and the emergence of modern trial procedures. Survey knowledge of English history desirable.

HIST 436 French Revolution and Napoleon (3) The causes and course of the French Revolution with emphasis on the struggle among elites, popular intervention, the spread of

counterrevolution, the Terror as repression and popular government, the near collapse of the Republic, and the establishment and defeat of dictatorship.

HIST 437 Modern France from Napoleon to DeGaulle (3) The changing political and cultural values of French society in response to recurrent crises throughout the 19th and 20th centuries. Students should have had some previous survey of either Western civilization or European history.

HIST 440 Germany in the Nineteenth Century, 1815-1914 (3) Examines the social, economic, cultural, and political development of the major German states before 1871 and of Germany, excluding Austria, from 1871 to 1914.

HIST 441 Germany in the Twentieth Century: 1914-Present (3) Germany's aims and policies during World War I, its condition and policies in the inter-war period, the rise of National Socialism, World War II, and post-war Germany.

HIST 442 Twentieth-Century Russia (3) Russia and the Soviet Union from the fall of the tsars to the post-communist present. Impact of Leninism, Stalinism and Soviet Communism on state, society, culture and nationality.

HIST 443 Modern Balkan History (3) A political, socio-economic, and cultural history of Yugoslavia, Bulgaria, Romania, Greece, and Albania from the breakdown of Ottoman domination to the present. Emphasis is on movements for national liberation during the 19th-century and on approaches to modernization in the 20th-century.

HIST 445 Twentieth-Century European Diplomatic History (3) The development and execution of European diplomacy from the outbreak of World War I to the conclusion of World War II, concentrating on Central and Western Europe.

HIST 447 European Economic History Since 1750 (3) The mainsprings of the Industrial Revolution first in 18th-century England and then across the rest of Europe during the 19th and 20th-centuries. Emphasis on the English, French, German, Austro-Hungarian and Russian experiences with private capitalism and public policy, including fascism and communism. Social consequences of industrial development such as urbanization and the rise of labor movements.

HIST 450 Economic History of the United States to 1865 (3) The development of the American economy from Columbus through the Civil War.

HIST 451 Economic History of the United States After 1865 (3) The evolution of the U.S. economy from the end of the Civil War to the present; emphasis on macroeconomic policy making and relations among business, government and organized labor.

HIST 452 Diplomatic History of the United States to 1914 (3) American foreign relations from the American Revolution to the beginning of World War I. International developments and domestic influences that contributed to American expansion in world affairs. Analyses of significant individuals active in American diplomacy and foreign policy.

HIST 453 Diplomatic History of the United States from 1914 (3) American foreign relations in the 20th-century. World War I, the Great Depression, World War II, the Cold War, the Korean War, and Vietnam. A continuation of HIST 452.

HIST 454 Constitutional History of the United States: From Colonial Origins to 1860 (3) The interaction of government, law, and politics in the constitutional system. The nature and purpose of constitutions and constitutionalism; the relationship between the constitution and social forces and influences, the way in which constitutional principles, rules, ideas, and institutions affect events and are in turn affected by events. The origins of American politics and constitutionalism through the constitutional convention of 1787. Major constitutional problems such as the origins of judicial review, democratization of government, slavery in the territories and political system as a whole.

HIST 455 Constitutional History of the United States: Since 1860 (3) American public law and government, with emphasis on the interaction of government, law, and politics. Emphasis on the political-constitutional system as a whole, rather than simply the development of constitutional law by the Supreme Court. Major crises in American government and politics such as Civil War, Reconstruction, the 1890s, the New Deal era, the civil disorders of the 1960s.

HIST 456 History of American Culture and Ideas to 1865 (3) The culture and ideas that have shaped American society and character from the first settlements to the Civil War.

HIST 457 History of American Culture and Ideas Since 1865 (3) A continuation of HIST 456, from the Civil War to the present.

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HIST 459 Society in America: Historical Topics (3) Repeatable to 6 credits if content differs. A consideration of selected aspects of American society from colonial times to the present. Special emphasis on regionalism, immigration, nativism, minorities, urbanization, and social responses to technological changes.

HIST 460 History of Labor in the United States (3) The American working class in terms of its composition; its myths and utopias; its social conditions; and its impact on American institutions.

HIST 461 Blacks in American Life: 1865 to Present (3) The role of the Black in America since slavery, with emphasis on 20th-century developments: migration from farm to city; growth of the civil rights movement; the race question as a national problem.

HIST 462 The United States Civil War (3) Causes of the Civil War; sectional politics and secession; resources and strategy of the Confederacy and the Union; changing character of the war; emancipation and its consequences: economic, social and political conditions on the homefront; and the wartime origins of Reconstruction. Not a military history course; little attention to the tactics of particular battles.

HIST 463 History of the Old South (3) The golden age of the Chesapeake, the institution of slavery, the frontier South, the antebellum plantation society, the development of regional identity and the experiment in independence.

HIST 467 History of Maryland (3) Political, social and economic history of Maryland from the 17th-century to the present.

HIST 471 History of Brazil (3) The history of Brazil with emphasis on the national period.

HIST 472 History of the Argentine Republic (3) Concentration upon the recent history of Argentina with emphasis upon the social and economic development of a Third World nation.

HIST 473 History of the Caribbean (3) Offers a concise introduction to the history of the Caribbean regions from the Columbian voyages to the 20th-century. Special emphasis is given to the dynamics of local social and cultural formations within the framework of the political and economic history of the Atlantic world.

HIST 474 History of Mexico and Central America I (3) History of Mexico and Central America, beginning with the Pre-Spanish Indian cultures and continuing through European contact, conquest, and colonial dominance, down to the beginning of the Mexican War for Independence in 1810.

HIST 475 History of Mexico and Central America II (3) A continuation of HIST 474 with emphasis on the political development of the Mexican nation.

HIST 480 History of Traditional China (3) China from earliest times to 1644 A.D. Emphasis on the development of traditional Chinese culture, society, and government.

HIST 481 A History of Modern China (3) Modern China from 1644 to the People's Republic of China. Emphasis on the coming of the West to China and the various stages of the Chinese reaction.

HIST 482 History of Japan to 1800 (3) Traditional Japanese civilization from the age of Shinto mythology and introduction of continental learning down to the rule of military families, the transition to a money economy, and the creation of a townsman's culture. A survey of political, economic, religious, and cultural history.

HIST 483 History of Japan Since 1800 (3) Japan's renewed contact with the Western world and emergence as a modern state, industrial society, and world power, 1800-1931; and Japan's road to war, occupation, and recovery, 1931 to the present.

HIST 487 History of Soviet Foreign Relations, 1917 to Present (3) A history of Soviet foreign relations, including both conventional diplomacy and the spread of international proletarianism from the October Revolution to the present.

HIST 491 History of the Ottoman Empire (3) Survey of the Ottoman Turkish Empire from 1300 A.D. to its collapse during World War I. Emphasis on the empire's social and political institutions and its expansion into Europe, the Arab East and North Africa.

HIST 492 Women and Society in the Middle East (3) Recommended: prior coursework in Middle East studies or gender studies. Also offered as WMST 456. Examines the customs, values and institutions that have shaped women's experience in the Middle East in the past and in the contemporary Middle East.

HIST 493 Victorian Women in England, France, and the United States (3) Examines the lives of middle and upper-class women in England, France, and the United States during the Victorian era. Topics include gender roles, work, domesticity, marriage, sexuality, double standards, and women's rights.

HIST 494 Women in Africa (3) The place of women in African societies: the role and function of families; institutions such as marriage, birthing, and child-rearing; ritual markers in women's lives; women in the work place; women's associations; women's health issues; measures designed to control women's behavior; women and development.

HIST 495 Women in Medieval Culture and Society (3) Also offered as WMST 455. Credit will be granted for only one of the following: HIST 495 or WMST 455. Medieval women's identity and cultural roles: the condition, rank and rights of medieval women; their access to power; a study of women's writings and the constraints of social constructs upon the female authorial voice; contemporary assumptions about women.

HIST 496 Africa Since Independence (3) Analysis of socio-political and economic changes in Africa since approximately 1960; development of class structures, the role of the military, personal rule and the patrimonial state; decline of party politics and participatory politics. Discussion of changes in economic policies, policies with respect to rural communities, and their relationship to the state and decision-making.

HIST 497 Islam in Africa (3) The introduction of Muslims and Islam into Africa from approximately the 8th to 19th-century. Impact of Islam on a regional-cultural basis, as well as Islam in state development and in political theory. The impact of Islam on social structures, e.g., domestic African slavery. Role of Islam in resistance movements against imperialism and colonization, and the place of Islam in independence and post-independence movements.

HIST 499 Independent Study (1-3) Prerequisite: permission of department. Repeatable to 6 credits.

HLHP — Health and Human Performance

HLHP 488 Children's Health and Development Clinic (1-4) Prerequisite: permission of department. Repeatable to 4 credits. An opportunity to acquire training and experience in a therapeutically oriented physical education-recreation program for children referred by various education, special education, medical or psychiatric groups.

HLTH — Health

HLTH 105 Science and Theory of Health (2) The scientific and philosophical bases for various theories of health, including health, wellness, individual control and limitations of health status, and holistic health.

HLTH 106 Drug Use and Abuse (3) An interdisciplinary analysis of contemporary drug issues and problems. The course will examine physiological, psychological, social, philosophical, historical, legal and health aspects of drug use and abuse. Special attention will be focused on those general motivations for drug use that attend life on the college campus.

HLTH 140 Personal and Community Health (3) Meaning and significance of physical, mental and social health as related to the individual and to society; important phases of national health problems; constructive methods of promoting health of the individual and the community.

HLTH 150 First Aid and Emergency Medical Services (2) Lecture, demonstration and training in emergency care, including cardiopulmonary resuscitation, hemorrhage control, shock, poisons and bone injury treatment and childbirth. American Red Cross and Heart Association of Maryland Certification awarded.

HLTH 230 Introduction to Health Behavior (3) Psychological, social psychological, and sociological approaches to the following health areas: development of health attitudes and behavior, patient-provider interaction and the organization of health care.

HLTH 285 Controlling Stress and Tension (3) Health problems related to stress and tension. Analysis of causative psychosocial stressors and intervening physiological mechanisms. Emphasis on prevention and control of stress through techniques such as biofeedback, meditation and neuromuscular relaxation.

HLTH 289 Topical Investigations (1-3) Repeatable to 6 credits if content differs. Independent study by an individual student or an experimental course in special areas of knowledge not covered by regularly scheduled courses.

HLTH 340 Curriculum, Instruction and Observation (3) Prerequisite: HLTH 140; and HLTH 420. A course designed to provide directed observation and discussion, coordinating these experiences with those from previous methods

courses in the development of curricula for health and physical education. The course is planned to prepare for student teaching which follows in the same semester. The observations will be made of health programs in junior and senior high schools.

HLTH 371 Communicating Safety and Health (3) The communication and evaluation of safety and health information. Emphasis on various types of communications and recipient factors which contribute to their success or failure.

HLTH 377 Human Sexuality (3) The biological and developmental aspects of human sexuality; the psychological and emotional aspects of sexual behavior; sexual identity; the historical, cultural, social, linguistic, legal and moral forces affecting sexual issues; the importance of communication, disclosure and intimacy in interpersonal relationships; and research trends in the area of human sexuality.

HLTH 380 Peer Education: Alcohol and Other Drugs (3) Two hours of lecture and three hours of laboratory per week. Prerequisite: HLTH 106; and permission of department. Peer training dealing with drug information and abuse to facilitate workshops in various outreach locations (dorms, Greek system, classrooms).

HLTH 381 Peer Education: Stress Management (3) Two hours of lecture and three hours of laboratory per week. Prerequisite: HLTH 285; and permission of department. Peer training in different forms of stress management to facilitate workshops in various outreach locations (dorms, Greek system, classes).

HLTH 382 Peer Education: Sexuality and Communication (3) Two hours of lecture and three hours of laboratory per week. Prerequisite: HLTH 377; and permission of department. Peer training in communication and issues of sexuality to facilitate workshops in various outreach locations (dorms, Greek system, classes).

HLTH 383 Peer Education: Reproductive Health (3) Two hours of lecture and three hours of laboratory per week. Prerequisite: HLTH 377; and permission of department. Peer training in methods of birth control, sexually transmitted disease and AIDS education to facilitate workshops in the student Health Center and various outreach locations (dorms, Greek system, classes).

HLTH 389 Topical Investigations (1-3) Repeatable to 6 credits if content differs. Independent study by an individual student or an experimental course in special areas of knowledge not covered by regularly scheduled courses.

HLTH 391 Introduction to Community Health (3) Prerequisites: HLTH 140 and HLTH 230. Broad overview of community health. Health promotion, consumer health, public health, school health, environmental health, preventive medicine, human biology and the health care system are examined. Each area's contribution to community health is discussed.

HLTH 400 Service/Learning in Health Education (3) Prerequisite: permission of department; For HLTH ED majors only. 56 semester hours. Junior standing. Application of health education knowledge and skills to serve health education needs in the community. Combines community service with preparation and reflection.

HLTH 420 Methods and Materials in Health Education (3) Prerequisites: HLTH 105 or HLTH 140. The purpose of this course is to present the interrelationships of curriculum planning, methodology and the selection and use of teaching aids and materials. Special problems associated with health teaching are discussed. Students become familiar with a variety of resources as well as with planning for and presenting demonstration lessons.

HLTH 430 Health Education in the Workplace (3) A survey of the role of health education in work settings. Examination of occupational stress, the health effects of shift work, women's health in the workplace, health education approaches to informing workers and management, and health promotion programs in the workplace.

HLTH 437 Consumer Behavior (3) Prerequisites: PSYC 100; and SOCY 100. Credit will be granted for only one of the following: CNEC 437 or HLTH 437. An application of the behavioral sciences to a study of consumer behavior. Current theories, models and empirical research findings are explored.

HLTH 450 Health of Children and Youth (3) A study of the health of 5 to 18 year olds. Physical, mental, social, and emotional health. Psychosexual development, diet, exercise, recreation, and the roles of parents and teachers.

HLTH 460 Minority Health (2-6) Prerequisite: HLTH 140 or HLTH 230 or permission of department. Health concerns of U.S. ethnic minority groups and factors placing them at elevated risk for disease and injury. Health education concepts and strategies to reduce disparities between their health status and the health status of the general population.

HLTH 471 Women's Health (3) Also offered as WMST 471. Credit will be granted for only one of the following: HLTH 471 or WMST 471. The historical, physiological, psychological, and sociological mechanisms which contribute to women's health. Topics will include gynecological concerns and reproductive health; nutrition, exercise; violence; substance use/abuse; and the health of special populations.

HLTH 476 Death Education (3) Examination of the genesis and development of present day death attitudes and behavior by use of a multidisciplinary life cycle approach.

HLTH 485 Ways of Knowing About Human Stress and Tension (3) Prerequisite: HLTH 285. Not open to students who have completed HLTH 498T. A critical examination of propositions describing the nature of the human condition and the consequences of the propositions on human stress and tension.

HLTH 486 Stress and the Healthy Mind (3) Prerequisite: HLTH 285. For HLTH majors only. Explores diverse mental health and related behavioral skills as needed by health educators that: facilitate coping with stress, are preventive in nature; and are suitable for learning by healthy individuals in educational settings.

HLTH 487 Adult Health and Developmental Program (3) Training and experience in a clinically oriented development program for the aged.

HLTH 489 Field Laboratory Projects and Workshop (1-6) Note: the maximum total number of credits that may be earned toward any degree in kinesiology, recreation, or health education under KNES, RECR, or HLTH 489 is six. A course designed to meet the needs of persons in the field with respect to workshop and research projects in special areas of knowledge not covered by regularly structured courses.

HLTH 490 Principles and Techniques of Community Health (3) Two hours of lecture and four hours of laboratory per week. Prerequisite: HLTH 391. Students will be involved in the applied aspects of community health education. They will work with specific local community groups, planning, developing, implementing and evaluating a community health project. Health agencies and community health marketing techniques will be investigated.

HLTH 491 Community Health Internship (12) 40 hours of laboratory per week. Prerequisite: HLTH 490. For community health majors only. Integrating theory with practice in a community health setting.

HLTH 498 Special Topics in Health (3) Prerequisite: permission of department. Repeatable to 6 credits if content differs. Topics of special interest in areas not covered by regularly scheduled courses.

HONR — Honors

HONR 100 Honors Colloquium (1) Prerequisite: permission of University Honors Program. Attendance at various additional activities and events is required. Reading and discussion on the personal and social value of higher education; development of a coherent general education program; exploration of the educational and cultural resources of the campus and metropolitan area; participation in a community service project; and other activities designed to broaden students' conception of what it means to be an educated person.

HONR 149 Honors Colloquium (3) Prerequisite: permission of University Honors Program. Repeatable to 9 credits if content differs. A colloquium on a variety of topics.

HONR 168 Honors Seminar (1-3) Prerequisite: permission of University Honors Program. Repeatable to 9 credits if content differs.

HONR 169 Honors Seminar (1-3) Prerequisite: permission of University Honors Program. Repeatable to 9 credits if content differs.

HONR 200 Honors Research Colloquium (1) Prerequisite: permission of University Honors Program. Recommended for students in their second semester. All others should meet with the Honors Advisor. Introduction to scholarly research through readings and meetings with faculty from various disciplines; exploration of research methods and some of the problems encountered in research; discussion of the creative process; attendance at scholarly lectures; and other activities designed to prepare students to enter college or departmental honors programs.

HONR 218 Honors Seminar (1-3) Prerequisite: permission of University Honors Program. Repeatable to 9 credits if content differs.

HONR 219 Honors Seminar (1-3) Prerequisite: permission of University Honors Program. Repeatable to 9 credits if content differs.

HONR 228 Honors Seminar (1-3) Prerequisite: permission of University Honors Program. Repeatable to 9 credits if content differs.

HONR 229 Honors Seminar (1-3) Prerequisite: permission of University Honors Program. Repeatable to 9 credits if content differs.

HONR 238 Honors Seminar (1-3) Prerequisite: permission of University Honors Program. Repeatable to 9 credits if content differs.

HONR 239 Honors Seminar (1-3) Prerequisite: permission of University Honors Program. Repeatable to 9 credits if content differs.

HONR 248 Honors Seminar (1-3) Prerequisite: permission of University Honors Program. Repeatable to 9 credits if content differs.

HONR 249 Honors Seminar (1-3) Prerequisite: permission of University Honors Program. Repeatable to 9 credits if content differs.

HONR 258 Honors Seminar (1-3) Prerequisite: permission of University Honors Program. Repeatable to 9 credits if content differs.

HONR 259 Honors Seminar (1-3) Prerequisite: permission of University Honors Program. Repeatable to 9 credits if content differs.

HONR 268 Honors Seminar (1-3) Prerequisite: permission of University Honors Program. Repeatable to 9 credits if content differs.

HONR 269 Honors Seminar (1-3) Prerequisite: permission of University Honors Program. Repeatable to 9 credits if content differs.

HONR 278 Honors Seminar (1-3) Prerequisite: permission of University Honors Program. Repeatable to 9 credits if content differs.

HONR 279 Honors Seminar (1-3) Prerequisite: permission of University Honors Program. Repeatable to 9 credits if content differs.

HONR 288 Honors Seminar (1-3) Prerequisite: permission of University Honors Program. Repeatable to 9 credits if content differs.

HONR 289 Honors Seminar (1-3) Prerequisite: permission of University Honors Program. Repeatable to 9 credits if content differs.

HONR 298 Honors Seminar (1-3) Prerequisite: permission of University Honors Program. Repeatable to 9 credits if content differs.

HONR 299 Honors Seminar (1-3) Prerequisite: permission of University Honors Program. Repeatable to 9 credits if content differs.

HONR 318 Advanced Honors Seminar (3) Prerequisite: permission of University Honors Program. Repeatable to 9 credits if content differs. A series of seminars, often interdisciplinary in character, and sometimes team taught. The subjects will vary from semester to semester.

HONR 328 Advanced Honors Seminar (3) Prerequisite: permission of University Honors Program. Repeatable to 9 credits if content differs. A series of seminars, often interdisciplinary in character, and sometimes team taught. The subjects will vary from semester to semester.

HONR 338 Advanced Honors Seminar (3) Prerequisite: permission of University Honors Program. Repeatable to 9 credits if content differs. A series of seminars, often interdisciplinary and sometimes team taught. The subjects will vary from semester to semester.

HONR 348 Advanced Honors Seminar (1-3) Prerequisite: permission of University Honors Program. Repeatable to 9 credits if content differs. A series of seminars, often interdisciplinary and sometimes team taught. The subjects will vary from semester to semester.

HONR 349 Honors Colloquium (1-3) Prerequisite: University or departmental Honors student or permission of instructor and the Director of University Honors. Repeatable to 3 credits if content differs. A series of seminars, often interdisciplinary and sometimes team taught. Subjects may vary.

HONR 358 Honors Practicum (3) Prerequisite: permission of University Honors Program. Repeatable to 9 credits if content differs. Formerly HONR 379. For student section leaders of HONR 100 or HONR 200.

HONR 359 Honors Workshop (1-6) Prerequisite: permission of University Honors Program. Repeatable to 9 credits if content differs. Honors workshops are small seminar classes which concentrate on skill development.

HONR 368 Advanced Honors Seminar (3) Prerequisite: permission of University Honors Program. Repeatable to 9 credits if content differs. A series of seminars, often interdisciplinary in character and sometimes team-taught. The subjects will vary from semester to semester.

HONR 378 Advanced Honors Seminar (3) Prerequisite: permission of University Honors Program. Repeatable to 9 credits if content differs. A series of seminars, often interdisciplinary in character and sometimes team-taught. The subjects will vary from semester to semester.

HONR 379 Honors Independent Study (1-6) Prerequisite: permission of University Honors Program. Repeatable to 6 credits if content differs. Involves reading or research directed by individual faculty, especially in areas outside of the student's major. Open only to University honors students.

HONR 388 Honors Thesis or Project (3-6) Repeatable to 6 credits if content differs. Formerly HONR 370.

HONR 389 Guided Honors Teaching (3) Prerequisite: permission of University Honors Program. Repeatable to 9 credits if content differs. For HONR 100 and HONR 200 section leaders. Guided teaching experience for selected students in the University Honors Program.

HORT — Horticulture & Landscape Architecture

HORT 100 Introduction to Horticulture (4) Two hours of lecture, two hours of laboratory, and one hour of discussion/recitation per week. An overview to the art and science of horticulture. Relationships between plant science and plant production, the use of horticultural plants and plant stress as influenced by cultural practices.

HORT 161 Graphic Application for Landscape Management (3) Two hours of lecture and four hours of laboratory per week. Pre- or co-requisite: LARC 160. For HORT and NRSC majors only. Not open to students who have completed LARC 140. Credit will be granted for only one of the following: LARC 140 or HORT 161. Use of various media of graphic communication relevant to the landscape management professional.

HORT 200 Land Surveying (2) One hour of lecture and two hours of laboratory per week. For HORT majors only. Understanding the principles of land surveying such as measurements of distance, elevation and angles, instrumentation, and mapping.

HORT 202 Management of Horticultural Crops (4) Three hours of lecture and three hours of laboratory per week. Prerequisite: HORT 100. Recommended: BSCI 105. A study of the principles and practices used in the production of horticultural crops. Management of soils and soilless media, vegetative and reproductive growth and development, pests, harvest, post-harvest environment and marketing will be presented for model commodities.

HORT 253 Woody Plant Material I (3) Two hours of lecture and two hours of laboratory per week. Prerequisite: BSCI 226 or HORT 100. Formerly HORT 453. A field and laboratory study of trees, shrubs, and vines used in ornamental plantings. Major emphasis is placed on native deciduous plant materials.

HORT 254 Woody Plant Material II (3) Two hours of lecture and two hours of laboratory per week. Prerequisite: BSCI 250 or HORT 100. Formerly HORT 454. A field and laboratory study of trees, shrubs, and vines used in ornamental plantings. Major emphasis is placed on introduced and evergreen plant materials.

HORT 255 Landscape Design and Implementation (4) Two hours of lecture and four hours of laboratory per week. Prerequisite: HORT 253 or HORT 254. Not open to HORT students who have completed LARC 141 and LARC 341. Principles of landscape architecture applied to residential and commercial landscaping: informal and formal designs and plan graphics.

HORT 261 Computer Applications in Landscape Management (3) Two hours of lecture and four hours of laboratory per week. Prerequisite: HORT 161 and BMGT 220, ECON 203 or AREC 250 or permission of department. Recommended: LARC 160. For NRSC or HORT majors only. For HORT and LARC majors only. Integration of computer, photographic, and other information technologies with the traditional design studio including: word processing, design with type, spreadsheets and electronic presentations. Particular emphasis will be placed on programs used in computer-assisted design and in bidding, estimating and valuation in the landscape management industry.

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HORT 271 Plant Propagation (3) Two hours of lecture and three hours of laboratory per week. Prerequisites: BSCI 105 and HORT 100. A study of the principles and practices in the propagation of plants.

HORT 320 Principles of Site Engineering (3) One hour of lecture and five hours of laboratory per week. Prerequisites: (LARC 140 or HORT 255) and HORT 200. For HORT majors only. Also offered as LARC 320. Formerly HORT 364. The study and application of landscape construction principles as applied to grading, drainage, layout and vehicular and pedestrian circulation.

HORT 321 Landscape Structures and Materials (3) One hour of lecture and five hours of laboratory per week. Prerequisite: HORT 320. For HORT majors only. Also offered as LARC 321. Formerly HORT 465. An examination of the use, properties, and detailing of materials used in landscape construction. The use and design of structures in the landscape.

HORT 388 Honors Thesis Research (3-6) Prerequisite: admission to AGNR Honors Program. Repeatable to 6 credits if content differs. Undergraduate honors thesis research conducted under the direction of an AGNR faculty member in partial fulfillment of the requirements of the College of AGNR Honors Program. The thesis will be defended to a faculty committee.

HORT 399 Special Problems in Horticulture (1-3) Prerequisites: 12 credits in HORT and permission of instructor. For NRSC, AGRO, and HORT majors only. Repeatable to 6 credits if content differs. Research projects in horticulture including field, greenhouse, laboratory, studio or library research under the direction of a faculty member.

HORT 400 Nursery and Greenhouse Nutrient Management Planning (3) Prerequisite: CHEM 103 or NRSC 200 or permission of department. Recommended: HORT 456 or HORT 432. Course will be entirely Web-based (delivered at a distance), so internet access and a knowledge of computer operation is required. Course will lead to professional certification by the State of Maryland after MDA examinations are passed. This course will be accessed through the WebCT server on campus. Syllabus and other information can be found at <https://www.courses.umd.edu/public/HORT400/>.

HORT 432 Greenhouse Crop Production (3) Prerequisite: NRSC 201 (formerly HORT 201) and HORT 202. Pre- or co-requisite: BSCI 442. The commercial production and marketing of ornamental plant crops under greenhouse, plastic houses and out-of-door conditions.

HORT 433 Technology of Fruit and Vegetable Production (4) Three hours of lecture and three hours of laboratory per week. Prerequisite: NRSC 201 (formerly HORT 201); HORT 202; HORT 271; and NRSC 411 (formerly AGRO 411); Co-requisite: BSCI 442. Recommended: NRSC 200 (formerly AGRO 202). 60 semester hours. Junior standing. Credit will be granted for only one of the following: NRSC 411 (previously AGRO 411), HORT 422, or HORT 433. A critical analysis of research work and application of the principles of plant physiology, chemistry and botany to practical problems in the commercial production of fruit and vegetable crops.

HORT 452 Principles of Landscape Establishment and Maintenance (3) Two hours of lecture and two hours of laboratory per week. Prerequisites: HORT 202; HORT 253; and HORT 254. For HORT majors only. Establishment and maintenance of landscape plants, stressing the physiological determinants of recommended practices.

HORT 456 Nursery Crop Production (3) Two lectures a week and four all-day compulsory Saturday laboratories. Prerequisites: NRSC 201 (previously HORT 201); HORT 202; and HORT 271. The methods used for producing ornamental plants and an introduction to the different types of commercial nurseries.

HORT 472 Advanced Plant Propagation (2) Prerequisite: NRSC 201 (previously HORT 201); HORT 202; and HORT 271. A study of the anatomy, morphology and physiology of the seed and plant as related to macro and micro forms of propagation. A review of research in propagation.

HORT 474 Physiology of Maturation and Storage of Horticultural Crops (3) Two hours of lecture and two hours of laboratory per week. Pre- or co-requisite: BSCI 442. The physiological and biochemical changes occurring during storage of horticultural commodities. Application of scientific principles to handling and storage of fresh produce.

HORT 489 Special Topics in Horticulture (1-3) Credit according to time scheduled and organization of course. A lecture and/or laboratory series organized to study in depth a selected phase of horticulture not covered by existing courses.

ITAL — Italian

ITAL 101 Elementary Italian I (4) Credit will be granted for only one of the following: ITAL 101 or ITAL 121. Introduction to basic grammar and vocabulary; written and oral work.

ITAL 102 Elementary Italian II (4) Prerequisite: ITAL 101 or permission of department. Continuation of study of basic grammar; written and oral work, with increased emphasis on spoken Italian.

ITAL 121 Accelerated Italian I (3) Credit will be granted for only one of the following: ITAL 101 or ITAL 121. An intensive beginning course in Italian language skills: guided practice in reading, writing, understanding and conversation, to enable the student to move more quickly to advanced courses. Restricted to students already having a good background in at least one other foreign language. With ITAL 122, may be used to satisfy language requirement.

ITAL 122 Accelerated Italian II (3) Prerequisite: ITAL 121 or permission of department. Credit will be granted for only one of the following: ITAL 203 or ITAL 122. Continuation of ITAL 121. Completion of accelerated cycle. May be used to satisfy language requirement.

ITAL 203 Intermediate Italian (4) Prerequisite: ITAL 102 or permission of department. Credit will be granted for only one of the following: ITAL 203 or ITAL 122. Completion of study of basic grammar; extensive reading, discussion, and composition. Completion of this course fulfills the Arts and Humanities language requirement.

ITAL 204 Review Grammar and Composition (3) Prerequisite: ITAL 203 or ITAL 122, or permission of department. An intensive review of major aspects of contemporary grammatical usage; training in comprehension; an introduction to guided composition.

ITAL 211 Intermediate Conversation (3) Prerequisite: ITAL 203 or permission of department. Not open to native speakers. Practice in spoken Italian with emphasis on contemporary Italian culture.

ITAL 241 Modern Italian Women Writers - in Translation (3) An analysis of the writings and the ideas of modern Italian women writers.

ITAL 251 Aspects of Contemporary Italian Literature and Culture (3) Prerequisite: ITAL 204 or ITAL 211 or permission of department. Reading of selected literary texts; discussion and brief essays in Italian.

ITAL 261 Cuisine, Culture, and Society in Italy Yesterday and Today (3) Prerequisite: ITAL 204 or permission of department. This course will expose students to an important aspect of Italian culture. The art of gastronomy. Taught entirely in Italian, the course is intended to give students an in-depth understanding of the close relationship between food and culture, while enriching their knowledge of the Italian language through reading and analysis of various texts which deal with the preparation and adaptation of Italian food in different cultural settings.

ITAL 271 The Italian-American Experience (in English) (3) This course is an interdisciplinary study of Italian immigrants in the U.S. from the discovery of America to the present. Special emphasis on the intellectual, artistic and scientific achievements of Italian Americans in the New World and the formation of their national identity as a product of a new hybridized culture. The phenomenon of Italglish as an immigrant idiom, the problem of multi-culturalism and the issue of multi-culturalism and the issue of ethnicity will also be examined in relationship with other ethno-cultural groups.

ITAL 301 Composition and Style (3) Prerequisite: ITAL 204 or permission of department. Techniques of composition; grammatical analysis; elements of style; free composition.

ITAL 302 Introduction to Translation (3) Prerequisite: ITAL 301 or permission of department. Translation exercises into English and Italian; problems and strategies.

ITAL 311 Italian Conversation: Current Events (3) Prerequisite: ITAL 211 or permission of department. Oral expression; development of idiomatic forms and vocabulary to level of the Italian press. Not open to students with native fluency.

ITAL 350 Readings in Italian Literature (3) Prerequisite: ITAL 251 or permission of department. An exploration of principal figures, themes and styles from Dante through the Renaissance to Pirandello and present-day writers.

ITAL 399 Directed Study in Italian (1-3) Prerequisite: permission of department. Repeatable to 3 credits. Intended for undergraduates who wish to work on an individual basis with a professor of their choice.

ITAL 411 Dante in Translation (3) Credit will be granted for only one of the following: ITAL 411 or ITAL 412. Dante's thought as expressed in his major writings: *The Vita Nuova*, *De Monarchia* and *The Divine Comedy*. In English.

ITAL 412 Dante in Italian (3) Credit will be granted for only one of the following: ITAL 411 or ITAL 412. Dante's thought as expressed in his major writings: *The Vita Nuova*, *De Monarchia* and *The Divine Comedy*. In Italian.

ITAL 421 The Italian Renaissance in Translation (3) Credit will be granted for only one of the following: ITAL 421 or ITAL 422. Formerly ITAL 410. Major trends in Renaissance literature, art, and science. In English.

ITAL 422 The Italian Renaissance in Italian (3) Credit will be granted for only one of the following: ITAL 421 or ITAL 422. A study of major trends of thought in Renaissance literature, art, and science. In Italian.

ITAL 431 Italian Civilization in Translation (3) Credit will be granted for only one of the following: ITAL 431 or ITAL 432. Formerly ITAL 370. Political, social, intellectual, literary and artistic forces shaping contemporary Italy from the late Middle Ages to the present. In English.

ITAL 432 Italian Civilization in Italian (3) Credit will be granted for only one of the following: ITAL 431 or ITAL 432. Formerly ITAL 470. Political, social, intellectual, literary and artistic forces shaping contemporary Italy from the late Middle Ages to the present. In Italian.

ITAL 471 Italian Cinema: A Cultural Approach in Translation (3) Credit will be granted for only one of the following: ITAL 471 or ITAL 472. Formerly ITAL 475. The culture of Italy through the medium of film from the silent days up to the present. In English.

ITAL 472 Italian Cinema: A Cultural Approach in Italian (3) Credit will be granted for only one of the following: ITAL 471 or ITAL 472. The culture of Italy through the medium of film from the silent days up to the present. In Italian.

ITAL 475 The Italian Opera Libretto in English (3) Prerequisite: one course in literature. Credit will be granted for only one of the following: ITAL 475, or ITAL 476. History and analysis of Italian opera librettos from Monteverdi through Mozart to Verdi and Puccini. In English.

ITAL 476 The Italian Opera Libretto in Italian (3) Credit will be granted for only one of the following: ITAL 476 or ITAL 475. History and analysis of Italian opera librettos from Monteverdi through Mozart to Verdi and Puccini. In Italian.

ITAL 497 Senior Project (3) Prerequisite: four courses at 400-level in Italian; permission of department. Individual independent study of an aspect of Italian literature, culture or society selected according to student interest and need in consultation with a member of the Italian program.

ITAL 498 Special Topics in Italian Literature (3) Repeatable to 6 credits if content differs.

ITAL 499 Special Topics in Italian Studies (3) Repeatable to 6 credits if content differs.

IVSP — Individual Studies Program

IVSP 317 Progress Report (1) Prerequisite: admission to IVSP major. A written analysis of the program. Students register for IVSP 317 only once, the semester before the final term.

IVSP 318 Independent Learning Activities (1-6) Prerequisite: admission to IVSP major and prior arrangements with faculty sponsor. For IVSP majors only. Repeatable to 9 credits if content differs. An independent study course which students can use for a variety of out-of-class internship and research opportunities.

IVSP 420 Senior Paper (3) Prerequisite: admission to IVSP major. For IVSP majors only. Synthesizing final paper or a final special project.

JAPN — Japanese

JAPN 101 Elementary Japanese I (6) Introduction to basic patterns of contemporary spoken Japanese and to the two phonetic syllabaries (Katakana and Hiragana).

JAPN 102 Elementary Japanese II (6) Prerequisite: JAPN 101 or equivalent. Continued introduction to the basic spoken patterns of contemporary Japanese.

JAPN 201 Intermediate Japanese I (6) Prerequisite: JAPN 102 or equivalent. Contemporary spoken and written Japanese.

JAPN 202 Intermediate Japanese II (6) Prerequisite: JAPN 201 or equivalent. Contemporary spoken and written Japanese.

JAPN 217 Japanese Literature in the Age of the Samurai (3) Introduction to the masterworks of medieval Japanese literatures (c. 1200-1850) and to their intellectual and cultural backgrounds, focusing on prose fiction and drama.

JAPN 301 Advanced Japanese I (6) Prerequisite: JAPN 202 or equivalent. Formerly JAPN 305. Advanced conversation, oral comprehension, and selected readings.

JAPN 302 Advanced Japanese II (6) Prerequisite: JAPN 301 or equivalent. Formerly JAPN 306. Continued readings in varied modern texts and advanced conversation and oral comprehension.

JAPN 317 Buddhism and Japanese Literature in Translation (3) Religious and philosophical traditions central to Japanese imaginative life and literature from ancient to modern times.

JAPN 401 Readings in Modern Japanese I (3) Prerequisite: JAPN 302 or equivalent. Development of translation techniques, vocabulary, grammar, and reading speed. Readings in history, social sciences, modern literature, and modern newspaper and periodical literature.

JAPN 402 Readings in Modern Japanese II (3) Prerequisite: JAPN 401 or equivalent. Continuation of more advanced readings.

JAPN 403 Business Japanese I (3) Prerequisite: JAPN 302 or equivalent. Formerly JAPN 303. Conversation, reading, and writing applicable to Japanese business transactions, social meetings, and meetings with government organizations, with background material in English on professional business practices and social customs associated with business.

JAPN 404 Business Japanese II (3) Prerequisite: JAPN 403 or equivalent. Formerly JAPN 304. Continuation of JAPN 403.

JAPN 405 Readings in Advanced Modern Japanese (3) Prerequisite: JAPN 402 or equivalent or permission of department. Designed to further improve reading and translation skills; the course will include readings from newspaper articles, literary works, and academic publications in the social sciences and humanities. Listening exercises are included.

JAPN 406 Translating Diplomatic Japanese (3) Prerequisite: JAPN 306 and permission of department. Formal, written, diplomatic Japanese to develop practical translation skills and to learn to use the computer as a telecommunications and translation workstation.

JAPN 411 Introduction to Classical Japanese (3) Prerequisite: JAPN 306 or equivalent. Classical Japanese grammar and the varied styles of classical Japanese. Readings in classical texts drawn from the Heian, Kamakura, Muromachi, and Edo periods.

JAPN 412 Classical Japanese (3) Prerequisite: JAPN 411. Continuation of JAPN 411 with more advanced classical Japanese.

JAPN 414 Masterpieces of Classical Japanese Literature in Translation (3) Major classics, with focus on philosophical, historical and cultural backgrounds.

JAPN 415 Modern Japanese Fiction in Translation (3) Major themes and literary developments in fiction from the late 19th century to the present. Emphasis on the works of Kawabata, Tanizaki, Mishima, and Abe.

JAPN 416 Japanese Women and Women Writers (3) Fiction and poetry by Japanese women from the Ninth Century to the present. Women's early role in creating and shaping a variety of literary genres, the silencing of women during the age of the shoguns, and the reemergence of a feminist tradition and women writers in the Twentieth Century. In English.

JAPN 418 Japanese Literature in Translation (3) Repeatable to 9 credits if content differs. Representative works of Japanese literature in translation.

JAPN 421 History of the Japanese Language (3) Investigation of the origin of the Japanese language, its relationship with other languages, and its development. In English.

JAPN 422 Introductory Japanese Linguistics (3) An investigation of Japanese sound patterns and syntax through a comparison with English.

JAPN 499 Directed Study in Japanese (1-3) Prerequisite: permission of instructor. Repeatable to 6 credits if content differs.

JOUR — Journalism

JOUR 100 Professional Orientation (1) Not open to students who have completed JOUR 101. Credit will be granted for only one of the following: JOUR 100 or JOUR 101. Formerly JOUR 101. Survey of journalism professions, emphasizing appropriate academic and career development strategies.

JOUR 150 Introduction to Mass Communication (3) Not open to students who have completed JOUR 100 prior to Fall 1999. Credit will be granted for only one of the following: JOUR 100 or JOUR 150. Formerly JOUR 100. Survey of the functions and effects of the mass media in the United States. A consumer's introduction to newspapers, television, radio, film, sound recording, books, magazines, and new media technology. Introduction to public relations, advertising and new analysis.

JOUR 198 Survey Apprenticeship (1) Prerequisite: permission of department. For JOUR majors only. Repeatable to 6 credits if content differs. College-monitored experience in approved mass-communications organizations and industries.

JOUR 200 Journalism History, Roles and Structures (2) Pre- or co-requisite: JOUR 100. For JOUR majors only. Introduction to the study of journalism from the standpoint of media history and sociology.

JOUR 201 News Writing and Reporting I (3) Pre- or co-requisite: JOUR 100. Prerequisite: 30 words per minute word processing ability; and grammar competency demonstrated by a score of 52 or higher on the TSWE. Introduction to news for the print and electronic media, development of new concepts; laboratory in news-gathering tools and writing skills.

JOUR 202 News Editing (3) Prerequisite: grade of C or better in JOUR 201. For JOUR majors only. Copy editing, graphic principles and processes, new media technology.

JOUR 203 New Media (1) One hour of lecture and one hour of laboratory per week. Prerequisite: JOUR 201. Co-requisite: JOUR 202. Preparing textual, audio and video news messages in a traditional deadline atmosphere for digital delivery.

JOUR 300 Journalism Ethics (3) Prerequisite: JOUR 201. Examination of ethical problems in news writing and reporting

JOUR 320 News Writing and Reporting II: Print (3) Two hours of lecture and two hours of laboratory per week. Prerequisite: grade of C or better in JOUR 201. For JOUR majors only. Principles and practices of news reporting; covering news beats and other news sources, including researching news story for accuracy, comprehensiveness and interpretation.

JOUR 321 Advanced Reporting: Public Affairs (3) Prerequisite: JOUR 320 or JOUR 360. Advanced training in writing news for publication in specialized areas, particularly city, county, and federal news. Students meet in seminar with news sources and leading news reporters and work in Washington, D.C., Annapolis, and Baltimore covering news in depth for publication.

JOUR 322 Advanced Reporting: Beats and Investigation (3) Prerequisite: JOUR 320 or JOUR 360. Advanced training and practice in writing, interviewing, beat reporting and investigative techniques. Students meet in weekly seminars and work with metropolitan-area newspapers covering beats and writing stories for publication.

JOUR 323 Advanced News Editing (3) Prerequisite: grade of C or better in JOUR 202. Principles and practices of editing for publication; Copy improvement, headline writing, news photos and cut-lines, wire services, copy control and scheduling, page design and layout.

JOUR 324 News Commentary and Critical Writing (3) Prerequisite: JOUR 360. Not open to students who have completed JOUR 326 prior to January 1, 1992. Formerly JOUR 326. Journalistic interpretation and analysis; editorial and critical writing.

JOUR 325 Reporting from Annapolis and Washington (6) 32 hours of laboratory per week. Prerequisite: permission of department. Co-requisite: JOUR 462. Advanced training in public affairs journalism. Students report state and federal news as part of College's Capital News Service.

JOUR 326 Supervised Internship - News Editorial (3) Prerequisites: a grade of C or better in JOUR 201, JOUR 202 and JOUR 320 and permission of department. For JOUR majors only. Supervised internship experience with communication professionals in newspapers, magazines, photojournalism. Relation of academic training to professional experience. Not open to students first matriculating after May 1999.

JOUR 328 Special Topics in News Writing and Reporting (1-3) Prerequisite: JOUR 320 or JOUR 360. Repeatable to 6 credits if content differs. Advanced training and practice in writing and reporting news.

JOUR 340 Advertising in America (3) Prerequisite: grade of C or better in JOUR 201. Sophomore standing. For JOUR majors only. Survey of history, regulation, campaign strategies and advertising's role in the public information system of the United States.

JOUR 341 Persuasion in Advertising (3) Prerequisites: JOUR 340; and grade of C or better in JOUR 201 and JOUR 202. Exposure to persuasive principles employed in modern advertising; advertising writing for the mass media.

JOUR 350 Graphics (3) Prerequisite: grade of C or better in JOUR 201. Not open to students who have completed JOUR 373. Credit will be granted for only one of the following: JOUR 350 or JOUR 373. Formerly JOUR 373. Introduction to visual components of new content and design; type and typography, printing processes, and illustration.

JOUR 351 Advanced Graphics (3) Prerequisite: JOUR 350. In-depth analysis of News graphics.

JOUR 352 Online Journalism (3) Two hours of lecture and two hours of laboratory per week. Prerequisites: JOUR 320 or JOUR 360. Reporting and writing online using Web attributes of interactivity, individualization, immediacy, and multi-media applications.

JOUR 353 Advanced Online Journalism (3) Two hours of lecture and two hours of laboratory per week. Prerequisite: JOUR 352. Advanced reporting and writing in an online environment.

JOUR 360 News Writing and Reporting II: Broadcast (3) Prerequisite: grade of C or better in JOUR 201. For JOUR majors only. Writing and reporting for broadcast media; production of news stories.

JOUR 361 Television Reporting and Production (3) Prerequisite: JOUR 360. Writing and editing for the broadcast media. Interpretive and documentary news stories.

JOUR 362 Broadcast News Management (3) One hour of lecture and four hours of laboratory per week. Prerequisite: JOUR 360. Management of a broadcast station's news operations.

JOUR 363 Advanced Television Reporting and Production (3) Also offered as JOUR 663. Not open to students who have completed JOUR 486. Credit will be granted for only one of the following: JOUR 363 or JOUR 486. Formerly JOUR 486. Production of a daily television news program.

JOUR 366 Supervised Internship - Broadcast News (3) Prerequisites: a grade of C or better in JOUR 201, JOUR 202, and JOUR 360 and permission of department. Recommended: JOUR 361 for television internship. For JOUR majors only. Supervised internship experience with communication professionals in broadcast news. Relation of academic training to professional experience. Not open to students first matriculating after May 1999.

JOUR 371 Feature Writing (3) Prerequisite: JOUR 320 or JOUR 360. Research and writing feature articles.

JOUR 372 Writing the Complex Story (3) Pre- or co-requisite: JOUR 371. Not open to students who have completed JOUR 481. Credit will be granted for only one of the following: JOUR 372 or JOUR 481. Formerly JOUR 481. Explanatory journalism technique applied to complex subjects (such as science, economics and large scale social change) for books, magazines and newspaper series.

JOUR 374 Magazine Editing and Production (3) Prerequisites: JOUR 371 and JOUR 373. Principles and techniques of magazine editing and production.

JOUR 375 Newsroom Management (3) Prerequisite: JOUR 320 or JOUR 360 or permission of department. Not open to students who have completed JOUR 461. Credit will be granted for only one of the following: JOUR 375 or JOUR 461. Formerly JOUR 461. Organization, operation, and administration of the departments of a newsroom: advertising, business-finance, circulation, news-editorial, personnel, production and promotion.

JOUR 376 Readings in Journalism Literature (3) Prerequisite: JOUR 320 or JOUR 360. Not open to students who have completed JOUR 440. Credit will be granted for only one of the following: JOUR 376 or JOUR 440. Formerly JOUR 440. Analysis of books by journalists highly regarded for writing style and/or the content of their reporting, with an emphasis on understanding the books in the context of national and international affairs.

JOUR 380 Science Writing for News Media (3) Prerequisite: JOUR 320 or JOUR 360 or permission of department. Writing of scientific and technical material for the general audience.

JOUR 389 News Coverage of Special Topics (1-3) Prerequisite: JOUR 320 or JOUR 360. Repeatable to 6 credits. Advanced training and practice in writing and reporting news in one specialized field of interest.

JOUR 397 Professional Seminar (3) Prerequisites: grade of C or better in JOUR 201; and permission of department. Projects and discussions relating professional work experience to study of journalism. Limited to students who participated in an advanced summer internship after their junior year.

JOUR 398 Independent Study (1-3) Repeatable to 3 credits. Individual projects in journalism.

210 Approved Courses

JOUR 400 Law of Public Communication (3) Junior standing. Legal rights and constraints of mass media; libel, privacy, copyright, monopoly, contempt, and other aspects of the law applied to mass communication. Previous study of the law not required.

JOUR 410 History of Mass Communication (3) Junior standing. Development of newspapers, magazines, radio, television and motion pictures as media of mass communication. Analysis of the influences of the media on the historical development of America.

JOUR 420 Media Coverage of Government and Politics (3) Junior standing. Relationship between news media and government and politics; governmental and political information and persuasion techniques.

JOUR 430 Comparative Mass Communication Systems (3) Junior standing. Comparative analysis of the role of the press in different societies.

JOUR 440 Media Economics (3) Junior standing. Examination of the economics of the news media.

JOUR 450 Mass Media in Society (3) Junior standing. Ethical, moral, political, economic, and social consideration of mass communication.

JOUR 451 Advertising and Society (3) Prerequisites: JOUR 201 and JOUR 202; or permission of department. Junior standing. Advertising as an institution with manifest economic purposes and latent social effects. Influences of advertising on people, and related issues of ethics and social responsibility.

JOUR 452 Women in the Media (3) Junior standing. Also offered as WMST 452. Credit will be granted for only one of the following: JOUR 452 or WMST 452. Participation and portrayal of women in the mass media from colonial to contemporary times.

JOUR 453 News Coverage of Racial Issues (3) Junior standing. Analysis of news media coverage of issues relating to racial minorities in the United States, with special attention to Hispanics, Asian Americans, African Americans and Native Americans.

JOUR 459 Special Topics in Journalism (1-3) Repeatable to 6 credits if content differs. Issues of special concern and current interest. Open to all students.

JOUR 462 Professional Seminar in Public Affairs Reporting (3) Prerequisite: permission of department. Explore theoretical and practical issues in the press coverage of governments. Examine the complex press-government relationship.

JOUR 465 Visual Communication (3) Prerequisite: JOUR 201. Junior standing. Practical and theoretical examination of visual communication processes related to photography, layout and design, video and Web information products.

JOUR 466 Theory of Broadcast Journalism (3) Prerequisite: JOUR 201. Not open to students who have completed JOUR 365. Credit will be granted for only one of the following: JOUR 365 or JOUR 466. Formerly JOUR 365. Descriptive and critical analysis of broadcast news practices; evaluation of news judgments; decision-making and organizational aspects of the broadcast news industry.

JOUR 467 Technology and the Media (3) Two hours of lecture and two hours of laboratory per week. Prerequisite: JOUR 320 or JOUR 360. Recommended: JOUR 352. Exploration of the role of information technology in social change.

JOUR 470 Journalism and Public Communication Research (3) Prerequisite: A university statistics course; students are encouraged to have completed the theory and technique courses in their major sequence. Not open to students who have completed JOUR 477. Credit will be granted for only one of the following: JOUR 470 or JOUR 477. Formerly JOUR 477. Journalism and public communication research methods used in measuring public opinion and media programs and materials.

JOUR 471 Public Opinion Research (3) Prerequisite: A University Statistics Course. Measurement of public opinion and media habits; role of the media in the formation of public opinion.

JOUR 472 Computer-Assisted Reporting (3) Two hours of lecture and two hours of laboratory per week. Prerequisite: JOUR 320 or JOUR 360. Not open to students who have completed JOUR 328. Credit will be granted for only one of the following: JOUR 328 or JOUR 472. Formerly JOUR 328. Computer and online data acquisition; analytical methods for writing and reporting news.

JOUR 479 Special Topics in Data Gathering and Analysis (1-3) Prerequisite: JOUR 320, JOUR 360. Repeatable to 3 credits. Special research topics for reporting and writing.

JOUR 487 Literary Journalism (3) Pre- or co-requisite: JOUR 371. Practice in the use of literary techniques and especially of dramatic structure in modern newspaper series, magazine pieces and books. Analysis, researching and writing of nonfiction stories, usually with a focus on a specialized area chosen by the student.

JOUR 492 Typography and Layout For Student Publications (3) Type design, type families, graphics, art, photography, and editorial and advertisement layout of school newspapers, yearbooks, and magazines.

JOUR 493 Advanced Techniques For Student Publication Advisors (3) Interpretative and investigative reporting; interviewing and scientific survey methods; curriculum and courses for high school and community colleges; textbooks, teaching units, state of the art techniques and resource aids.

JOUR 494 Yearbook Short Course (1) Prerequisite: JOUR 201 or permission of department. Credit not applicable toward major in journalism. Intensive course dealing with the theme, content, copy, design, advertising, budget, finance, law and ethics of yearbook development and production.

JOUR 498 Topics in Scholastic Journalism (1-3) Repeatable if content differs. Seminars on specialized areas on the practice of scholastic journalism.

JWST — Jewish Studies

JWST 121 Jewish Civilization (3) Also offered as HIST 126. Credit will be granted for only one of the following: JWST 121 or HIST 126. Jewish history, culture and society from Biblical times to the present.

JWST 141 American Jewish Experience (3) Also offered as HIST 106. Credit will be granted for only one of the following: JWST 141 or HIST 106. History of the Jews in America from colonial times to the present. Emphasis on the waves of migration from Germany and Eastern Europe; the changing nature of the American Jewish community and its participation in American social, economic and political life.

JWST 171 The Modern Jewish Experience Through Literature (3)

JWST 219 Special Topics in Jewish Studies (3) Repeatable to 9 credits if content differs.

JWST 227 Reconstructing the Civilization of Ancient Mesopotamia (3) Also offered as HIST 280. Not open to students who have completed HEBR 440. Credit will be granted for only one of the following: JWST 227 or HIST 280. Formerly HEBR 440. History and culture of Ancient Mesopotamia, as reconstructed from archeology, language, and texts of the region. Emphasis on culture, literature, religion, and institutions.

JWST 230 Introduction to the Rabbinic Movement: History and Culture (3) Also offered as HIST 281. Credit will be granted for only one of the following: JWST 230 or HIST 281. The emergence of the Rabbinic movement after the destruction of the Temple in 70 CE through the 7th Century CE. The essential texts of ancient rabbinic literature.

JWST 234 History of the Jewish People I (3) Also offered as HIST 282. Credit will be granted for only one of the following: JWST 234 or HIST 282. Political, economic, social and cultural development within Jewish history from the Biblical period to the late Middle Ages. Special attention to the emergence of Rabbinic Judaism and its subsequent encounter with medieval Christian and Islamic civilizations.

JWST 235 History of the Jewish People II (3) Also offered as HIST 283. Credit will be granted for only one of the following: JWST 235 or HIST 283. Political, economic, social and cultural development within Jewish history from the end of the Middle Ages to the present. Special attention to the twentieth century developments including the Nazi Holocaust and its aftermath, the Zionist movement and the creation of the State of Israel, and the rise of the contemporary American-Jewish community.

JWST 250 Fundamental Concepts of Judaism (3) Also offered as PHIL 234. Not open to students who have completed PHIL 234. Credit will be granted for only one of the following: JWST 250 or PHIL 234. A conceptual introduction to Judaism, analyzing its fundamental concepts from both analytical and historical perspectives. Discussion of "normative" Judaism as well as other conceptions of Judaism. Topics include: God, the Jewish people, authority, ethics, the sacred and the profane, particularism and universalism.

JWST 251 Authority, Faith, and Reason in Judaism (3) Also offered as PHIL 235. Not open to students who have completed PHIL 235 or HEBR 298J. Credit will be granted for only one of the following: JWST 251 or PHIL 235. A broad survey of the concepts of authority, faith, and reason in Jewish tradition from the Bible to the modern period, and their interrelationships.

JWST 260 Introduction to Classical Hebrew I (3) Prerequisite: HEBR 111 or equivalent. Also offered as HEBR 298A. Not open to students who have completed HEBR 401. Formerly HEBR 401. Readings of the Bible and other classical texts in original Hebrew. Emphasis on classical grammar and vocabulary, and reading of textual passages.

JWST 261 Introduction to Classical Hebrew II (3) Prerequisite: JWST 260 or permission of department. Also offered as HEBR 298B. Not open to students who have completed HEBR 402. Formerly HEBR 402. Continuation of JWST 260. Readings in the Bible and other classical texts in original Hebrew. Emphasis on classical grammar and vocabulary, and reading of textual passages.

JWST 262 The Hebrew Bible: Narrative (3) Also offered as ENGL 262. Not open to students who have completed HEBR 223. Credit will be granted for only one of the following: JWST 262 or ENGL 262. Formerly HEBR 223. Selected readings from narrative sections of the Hebrew Bible stressing the new literary approaches to the biblical text. In English; no knowledge of Hebrew required.

JWST 263 Hebrew Bible: Poetry and Rhetoric (3) Also offered as ENGL 263. Not open to students who have completed HEBR 224. Credit will be granted for only one of the following: JWST 263 or ENGL 263. Formerly HEBR 224. Readings of poetic and prophetic selections from the Hebrew Bible. Analysis of devices and their rhetorical effort. Comparison of biblical poetry with other poetry of the ancient Near East. In English; no Hebrew required.

JWST 272 Jewish Literature in Translation (3) Not open to students who have completed HEBR 231. Formerly HEBR 231. Selections from the Bible, Talmud, and medieval and modern sources illustrating the basis and diversity of Jewish thought.

JWST 275 The Jew and the City through the Centuries (3) Also offered as HIST 286. Credit will be granted for only one of the following: HIST 286 or JWST 275. Jewish urban experience from ancient times to the present. Public space and private. The city and the sacred. Jewish ghettos and quarters. The struggle over modern Jerusalem.

JWST 281 Yiddish I (3) Also offered as GERM 148Y. Not open to students who have completed GERM 148Y. Introduction to the Yiddish language, with emphasis on speaking, reading, and writing skills. Students will also learn the history of the language, its significance to Jewish culture, its origins and basic structure.

JWST 282 Elementary Yiddish II (3) Prerequisite: JWST 281 or GERM 148Y or permission of department. Also offered as GERM 149Y. Not open to students who have completed GERM 149Y. Continuation of JWST 281.

JWST 309 Research Seminar in Jewish Studies (3) Prerequisite: two upper level JWST courses or permission of department. Junior standing. Repeatable to 6 credits if content differs. Discussions and research papers designed to acquaint the student with the methods and problems of research and presentation. Students will be encouraged to examine those phases of Jewish studies which they regard as their specialties.

JWST 324 Biblical History and Culture (3) Also offered as HIST 321. Not open to students who have completed HEBR 333 or HIST 321. Credit will be granted for only one of the following: JWST 324 or HEBR 333 or HIST 321. Formerly HEBR 333. Study of the political, social, and religious development of the Jewish nation from its inception to its return from exile in Babylonia around 536 C.E. Focus on biblical texts, archeological finds, and source materials from neighboring cultures to reconstruct political history and the development of religious concepts.

JWST 325 Jews and Judaism in Antiquity I: Sixth Century BCE through the (3) First Century CE Also offered as HIST 370. Credit will be granted for only one of the following: JWST 325 or HIST 370. Political, social and religious history of the Jews from the Persian Period to the Judean Revolt of 66-70CE. Special attention to the rise of sectarian and revolutionary movements.

JWST 326 Jews and Judaism in Antiquity II: First through Seventh Centuries (3) Also offered as HIST 371. Credit will be granted for only one of the following: JWST 326 or HIST 371. Political, social and religious history of the Jews from the destruction of the Jerusalem Temple in 70 CE to the Muslim conquests. Special attention to the political transformations in Judaism under late Roman Christianity, and the rise of the Rabbinic movement.

JWST 331 Early Christianity: Jesus to Constantine (3) Also offered as HIST 320. Not open to students who have completed HIST 320. Credit will be granted for only one of the following: JWST 331 or HIST 320. Social and religious history of early Christianity from its origin in the first century to the reign of Constantine.

JWST 342 History of Zionism and the State of Israel (3) Also offered as HIST 376. Credit will be granted for only one of the following: JWST 342 or HIST 376. Ideological and political factors leading to the establishment of a secular Jewish state in 1948; Zionist thought of Herzl, Ahad Haam, the socialist and religious Zionists, and the revisionists; diplomatic activities; Arab-Israel conflict; post-1948 Israeli society.

JWST 343 Modern Jewish History I: The Road to Emancipation, 1650-1870 (3) Also offered as HIST 374. Credit will be granted for only one of the following: JWST 343 or HIST 374. Social, political, economic, and cultural change in the Jewish world since 1650. Emphasis on emancipation, assimilation, and new forms of Jewish identity in Western and Eastern European Jewry from the 17th to the 20th centuries.

JWST 344 Modern Jewish History II: World Jewry Since 1870 (3) Also offered as HIST 375. Credit will be granted for only one of the following: JWST 344 or HIST 375. Continuation of JWST 343: Social, political, economic, and cultural change in the Jewish world since 1870. Emphasis on emancipation, assimilation, and new forms of Jewish identity in Western and Eastern European Jewry from the 19th Century to the present.

JWST 345 The Holocaust of European Jewry (3) Also offered as HIST 307. Credit will be granted for only one of the following: JWST 345 or HIST 307. Roots of Nazi Jewish policy in the 1930's and during World War II: the process of destruction and the implementation of the "final solution of the Jewish problem" in Europe, and the responses made by the Jews to their concentration and annihilation.

JWST 419 Special Topics in Jewish Studies (3) Repeatable to 9 credits if content differs.

JWST 451 Issues in Jewish Ethics and Law (3) Prerequisite: three credits in philosophy or Jewish studies (excluding Hebrew language), or permission of department. Also offered as PHIL 433. Not open to students who have completed PHIL 433 or HEBR 451. Credit will be granted for only one of the following: PHIL 433 or JWST 451 or HEBR 451. Formerly HEBR 451. Philosophical and meta-legal questions concerning the nature of Jewish law and its relation to morality.

JWST 452 The Golden Age of Jewish Philosophy (3) Prerequisite: three credits in Philosophy or permission of department. Also offered as PHIL 417. Not open to students who have completed PHIL 417. Credit will be granted for only one of the following: JWST 452 or PHIL 417. Jewish philosophy from Maimonides in the 12th Century to the expulsion of the Jews from Spain at the end of the 15th Century. Topics include the limitations of human knowledge, creation of the world, foreknowledge and free will, and the existence of God.

JWST 453 Philosophy of Spinoza (3) Prerequisite: six credits in philosophy or permission of department. Also offered as PHIL 424. Not open to students who have completed PHIL 424. Credit will be granted for only one of the following: JWST 453 or PHIL 424. An investigation of the metaphysical, ethical and political thought of the 17th century philosopher Benedict Spinoza.

JWST 466 Readings in Medieval Hebrew (3) Prerequisite: HEBR 212 or permission of department. Not open to students who have completed HEBR 472. Credit will be granted for only one of the following: HEBR 472 or JWST 466. Formerly HEBR 472. Introductory readings in Medieval Hebrew texts. Language of instruction English; all texts in Hebrew.

JWST 468 Readings in the Hebrew Bible (3) Prerequisite: HEBR 212 or equivalent. Formerly HEBR 441 and HEBR 442. Not open to students who have completed HEBR 441 and HEBR 442. Readings in the Hebrew text of the Bible. Emphasis in close reading, grammar analysis, and modern interpretations of the Bible. Language of instruction English; all texts in Hebrew.

JWST 469 Readings in Rabbinic Hebrew (3) Prerequisite: HEBR 212 or equivalent. Repeatable to 9 credits if content differs. Credit will be granted for only one of the following: HEBR 471 or JWST 469. Introductory readings in Mishnaic and Talmudic Hebrew texts. Language of instruction English; all texts in Hebrew.

JWST 493 Jewish Women in International Perspective (3) Prerequisite: one course in Women's Studies, preferably WMST 200 or WMST 250. Also offered as WMST 493. Credit will be granted for only one of the following: JWST 493 or WMST 493. Using memoirs, essays, poetry, short stories, films, music and the visual arts, course will interrogate what it means/has meant to define oneself as a Jewish woman across lines of difference. Focus is largely on the secular dimensions of Jewish women's lives but will also explore the implications of Jewish law and religious practices for Jewish women. Our perspective will be international, including Ashkenazi and Sephardi women.

JWST 499 Independent Study in Jewish Studies (1-3) Prerequisite: permission of department. Repeatable to 6 credits if content differs.

KNES — Kinesiology

KNES Activities Program Courses: 1-3 credits per course

KNES 100—179 Physical Education Activities

KNES Professional Program Courses:

KNES 180 Foundations of Physical Education (2) Introduction to the study of physical education with attention to the foundation, content and practice of human movement as the focus. Explore, describe, and increase understanding of physical education as it is practiced and studied.

KNES 182 Rhythmic Activities (2) Six hours of laboratory per week. Development of rhythmic sensitivity through analysis of rhythm and its application to movement, skills in folk, square and social dance and teaching techniques for use in schools and recreational programs.

KNES 183 Movement Content for Elementary School Children (3) Participation in movement activities with a focus on educational dance, gymnastics and games. Observation and analysis of movement behavior in relation to specific aspects of movement. Examination of relationships among movement forms.

KNES 200 Gymnastics Skills Laboratory (2) Progressive techniques of teaching and practice of skills in gymnastics.

KNES 202 Badminton Skills Laboratory (1) Progressive techniques of teaching and practice of skills in badminton.

KNES 204 Basketball Skills Laboratory (1) Progressive techniques of teaching and practice of skills in basketball.

KNES 210 Field Games Skills Laboratory (1) Progressive techniques of teaching and practice of skills in soccer, field hockey and lacrosse.

KNES 217 Tennis Skills Laboratory (1) Progressive techniques of teaching and practice of skills in tennis.

KNES 218 Laboratory in Teaching (1) Prerequisite: permission of department. Repeatable to 2 credits. The course is designed to prepare the student for the student teaching experience by assisting in a class.

KNES 220 Track and Field Skills Laboratory (1) Progressive techniques of teaching and practice of skills in track and field.

KNES 221 Volleyball Skills Laboratory (1) Progressive techniques of teaching and practice of skills in volleyball.

KNES 223 Weight Training and Aerobic Skills Laboratory (2) Credit will be granted for only one of the following: KNES 222, KNES 223, or KNES 224. Progressive techniques of teaching and practice of skills in weight training and aerobic activities.

KNES 240 Exploring Cultural Diversity Through Movement (3) Cultural diversity through an analysis of the different meanings that movement activities serve within different cultural groups. Students will examine how cultural affiliations can influence why and how members of different cultural groups engage in movement activities.

KNES 260 Science of Physical Activity and Cardiovascular Health (3) Course details (1) the public health importance of and the processes underlying cardiovascular disease, (2) the risk factors for cardiovascular disease and the methods whereby they were identified, and (3) the principles of the scientific evidence supporting the use of physical activity to prevent cardiovascular disease.

KNES 282 Basic Care and Prevention of Athletic Injuries (3) Credit will be granted for only one of the following: KNES 282 or KNES 381. Formerly KNES 381. Theoretical and practical foundations of the prevention, treatment and rehabilitation of athletically related injuries. Topics include: physical conditioning, preventive taping, recognition of injuries, first aid and CPR.

KNES 287 Sport and American Society (3) Sport will be related to such social problems as delinquency, segregation, collective behavior, and leisure; to social processes such as socialization, stratification, mobility, and social control; and to those familiar social institutions the family, the school, the church, the military, the economy, the polity, and the mass media.

KNES 289 Topical Investigations (1-6) Repeatable to 6 credits. Independent study by an individual student or a group of students in special areas of knowledge not covered by regularly scheduled courses.

KNES 293 History of Sport in America (3) The growth and development of sport in America. The transformation of sport within the perspective of American history, including class sport, professionalization, amateurism, and international involvement.

KNES 300 Biomechanics of Human Motion (4) Three hours of lecture and two hours of laboratory per week. Prerequisites: BSCI 201; and BSCI 202. The study of human movement and the physical and physiological principles upon which it depends. Body mechanics, posture, motor efficiency, sports, the performance of a typical individual and the influence of growth and development upon motor performance.

KNES 314 Methods in Physical Education (3) Two hours of lecture and two hours of laboratory per week. Prerequisite: KNES 183. Application of educational philosophy and principles to class organization and techniques of teaching physical education.

KNES 333 Physical Activity for the Handicapped (3) Handicapped conditions, Federal and State regulations, implications for planning and implementing physical activity programs, evaluation strategies of assessing motor performance and the role of physical activity in educational programs for handicapped students.

KNES 335 Swimming Pool Management (2) Analysis of the position of the swimming pool manager. The systematic treatment of swimming pool water; swimming pool first aid; and laws pertaining to swimming pool operation. Qualifies the student for a pool operator's license in most Maryland counties.

KNES 340 Theory of Coaching Athletics (2) General theory and practice of coaching selected competitive sports found in secondary schools and community recreation programs.

KNES 350 The Psychology of Sports (3) An exploration of personality factors, including but not limited to motivation, aggression and emotion, as they affect sports participation and motor skill performance.

KNES 351 Contemporary Issues in American Sport (3) Prerequisite: KNES 287. Seminar/discussion of theoretical and practical issues in contemporary sport.

KNES 360 Physiology of Exercise (3) Two hours of lecture and two hours of laboratory per week. Prerequisites: [BSCI 201; and BSCI 202]; or permission of department. A study of the physiology of exercise, including concepts of work, muscular contraction, energy transformation, metabolism, oxygen debt, and nutrition and athletic performance. Emphasis on cardiovascular and respiratory function in relation to physical activity and training.

KNES 370 Motor Development (3) Motor development across the life span. The developmental sequences of motor skills from birth to old age; neuromaturation of neuromuscular system; analysis of the underlying mechanisms of motor skill development; and correlates of motor development.

KNES 371 Elementary School Physical Education: A Movement Approach (3) Prerequisites: KNES 183 and KNES 370. Formerly KNES 421. An analysis of movement philosophy and content, focusing upon cognitive, psychomotor and affective developmental characteristics in relation to progression and planning of games, educational dance and educational gymnastics for elementary school age children.

KNES 382 Advanced Care and Prevention of Athletic Injuries (3) Prerequisites: BSCI 201 and BSCI 202 and KNES 282. Advanced theoretical and practical foundations of the prevention, treatment and rehabilitation of athletically related injuries. This course is required for the student seeking NATA certification.

KNES 385 Motor Control and Learning (3) Physiological and cognitive bases for motor control and their applications to the acquisition of movement skills and understanding of movement disorders. Topics include: neurophysiology, motor control theory, sensory/perceptual processes, perception-action coupling, information processing, memory, attention, individual differences, motivation, practice organization and role of feedback.

KNES 389 Topical Investigations (1-3) Repeatable to 6 credits. Independent study by an individual student or a group of students in special areas of knowledge not covered by regularly scheduled courses.

KNES 390 Practicum in Teaching Physical Education (3) Prerequisite: KNES 371. Teaching of children in a physical education setting. Specific emphasis on curriculum development, lesson planning, progressions and analysis of teacher behavior.

KNES 398 Honors Seminar (1) One hour of discussion/recitation per week. Prerequisite: participation in honors program. Repeatable to 3 credits. Guided discussion of research topics of current interest.

KNES 399 Honors Thesis (3) Prerequisites: KNES 398H; and candidacy for honors in Kinesiology. Advisement will be on the individual basis. Thesis must be defended in the honors seminar.

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KNES 402 Biomechanics of Sport (3) Prerequisite: KNES 300. Mechanical determinants influencing sport techniques. A quantitative, scientific basis for sport analysis with emphasis on the application to numerous sport activities. Evaluation and quantification of the filmed performance of athletes.

KNES 451 Children and Sport: A Psychosocial Perspective (3) Prerequisites: KNES 287 and KNES 350. Examination of youth sports from a psychosocial perspective, including the impact of highly structured sports on young athletes and the complex social network of coaches, parents and peers.

KNES 455 Scientific Bases of Athletic Conditioning (3) Prerequisite: KNES 360. An examination of physical fitness/athletic conditioning programs stressing the practical application of exercise physiology theory for enhancing athletic performance. Cardiovascular considerations, strength and power development, nutrition, speed, muscular endurance, environmental considerations and ergogenic aids.

KNES 461 Exercise and Body Composition (3) Prerequisite: KNES 360. Physiological concepts relating body composition factors to exercise and human performance. The scientific basis for the establishment and evaluation of conditioning programs where body composition may play an important role, such as weight control and athletics.

KNES 462 Neural Basis of Human Movement (3) Prerequisites: (BSCI 201; and BSCI 202; and KNES 385) or permission of department. An introduction to the neural substrates which underlie postural and volitional movement. Neuroanatomical and neurophysiological basis of motor functioning; past and present conceptualizations of motor control and coordination; movement disorders; and maturation of the neuromuscular system.

KNES 466 Graded Exercise Testing (3) Two hours of lecture and three hours of laboratory per week. Prerequisite: KNES 360 or permission of department. Functional and diagnostic examination of the cardiovascular responses to graded exercise testing. Emphasis on electrophysiology, mechanisms of arrhythmias, normal electrical activation of the heart, axis termination and the normal 12-lead electrocardiogram.

KNES 470 Seminar For Student Teachers (2) A seminar held concurrently with student teaching in physical education. An intensive examination of current problems and issues in teaching physical education.

KNES 480 Measurement in Physical Education (3) Two hours of lecture and two hours of laboratory per week. Prerequisite: MATH 110. A study of the principles and techniques of educational measurement as applied to teaching of physical education; study of the functions and techniques of measurement in the evaluation of student progress toward the objectives of physical education and in the evaluation of the effectiveness of teaching.

KNES 481 Biophysical Aspects of Human Movement (3) Prerequisites: KNES 300; and KNES 360; and KNES 370; and KNES 385. Scientific principles and research techniques in the investigation of the biophysical basis of human movement.

KNES 482 Socio-behavioral Aspects of Human Movement (3) Prerequisites: KNES 287; and KNES 293; and KNES 350. Derivation, formulation, and application of research in the socio-behavioral aspects of human movement.

KNES 486 Politics and Economics of Organized Contemporary Sport (3) Prerequisite: KNES 287. Interdependence of sport, politics, and economics. The structure, organization, and uses of sport in contemporary societies.

KNES 489 Field Laboratory Projects and Workshop (1-6) Repeatable to 6 credits. Workshops and research projects in special areas of knowledge not covered by regularly structured courses.

KNES 491 The Curriculum in Physical Education (3) Prerequisites: KNES 300, KNES 360, and KNES 371. Curriculum sources, principles, and planning concepts, with emphasis on using valid criteria for the selection of content for physical education programs.

KNES 492 History of the Sportswoman in American Organizations (3) Prerequisite: KNES 293. Also offered as WMST 492. Credit will be granted for only one of the following: KNES 492 or WMST 492. Women's involvement in and contributions to America's sporting culture, especially in the 19th and 20th Centuries until enactment of Title IX. The interactions among historical perceptions of women's roles, responsibilities, and potential and their sporting lives; the effects of role stereotyping and opportunities for and directions taken in developing sport organizations. Other issues affecting women's involvement in institutional sport.

KNES 496 Quantitative Methods (3) Statistical techniques most frequently used in research pertaining to physical education. Effort is made to provide the student with the

necessary skills, and to acquaint him with the interpretations and applications of these techniques.

KNES 497 Independent Studies Seminar (3) Discussions of contemporary issues vital to the discipline, critiques of research in the student's area/areas of special interest, completion of a major project where the student will be asked to demonstrate the ability to carry out investigative processes in problem solving and critical writing under faculty direction.

KNES 498 Special Topics in Kinesiology (3) Prerequisite: permission of department. Repeatable when the subject matter is different. Topics of special interest in areas not covered by regularly scheduled courses.

KORA — Korean

KORA 101 Elementary Korean I (3) Prerequisite: permission of department. Introduction to the Korean language. Primary emphasis on oral skills, but Hangeul, the Korean alphabet, will also be introduced. For students with no Korean background.

KORA 102 Elementary Korean II (3) Prerequisite: KORA 101 or equivalent. Continued training in elementary spoken and written Korean. Instructor permission required for new students.

KORA 211 Introductory Reading for Speakers of Korean I (3) Not open to students who have completed three or more years of Korean schooling. Designed to improve the language skills of students already conversant in Korean; instruction entirely in Korean; introduction in Hangeul; reading of simple essays and poems; letter writing.

KORA 212 Introductory Reading for Speakers of Korean II (3) Prerequisite: KORA 211. Not open to students who have completed six or more years of Korean schooling. Continuation of KORA 211; grammar, style, usage, and vocabulary of written Korean.

KORA 241 History of the Korean Language (3) The origins of the Korean language and its development from earliest recorded times to the present. The relationship of Korean to other languages. In English.

KORA 242 Introduction to Korean Linguistics (3) An introduction to the sound system and grammatical structure of the modern Korean language; Korean writing and orthography; Korean language and society, with an emphasis on speech styles. In English.

KORA 499 Independent Study Korean (1-3) Prerequisite: permission of instructor. Repeatable to 6 credits if content differs. Independent study under faculty supervision.

LARC — Landscape Architecture

LARC 140 Graphic Fundamentals (3) One hour of lecture and five hours of laboratory per week. Recommended: LARC 160, concurrently. For LARC majors only. Not open to students who have completed EDIT 160. Formerly LARC 150. Basic techniques and the use of various media of graphic communication associated with landscape architecture.

LARC 141 Design Fundamentals (3) One hour of lecture and five hours of laboratory per week. Prerequisite: LARC 140. For LARC majors only. Formerly LARC 161. Fundamentals of basic design focusing on creative problem solving associated with landscape architecture.

LARC 160 Introduction to Landscape Architecture (3) Two hours of lecture and one hour of discussion/recitation per week. History, theory, philosophy and current practice of the profession of landscape architecture. Explores the interactive relationship between humans and their environment by examining people's perceptions of and changing attitude towards the landscape, as well as, an examination of how these are related to ecological and cultural influences.

LARC 220 Land Surveying (2) One hour of lecture and two hours of laboratory per week. For LARC majors only. Formerly LARC 200. Principles of land surveying such as measurements of distance, elevation and angles, instrumentation and mapping.

LARC 240 Graphic Communications (3) One hour of lecture and five hours of laboratory per week. Prerequisites: LARC 141 and LARC 160. For LARC majors only. Formerly LARC 260. Exploration of graphic presentation techniques for landscape architectural planning and design documents.

LARC 241 Electronic Studio (3) One hour of lecture and five hours of laboratory per week. Prerequisite: LARC 240. For LARC majors only. Formerly LARC 261. An innovative approach to the integration of computer, photographic, video, audio and other information technologies with the traditional landscape architecture studio.

LARC 263 History of Landscape Architecture (3) Formerly LARC 370. A survey of landscape architecture history from the ancient Western civilizations to the twentieth century with consideration of parallel developments in the Eastern World, European Africa and the Americas.

LARC 265 Site Analysis and Design (3) Prerequisite: permission of department. For LARC majors only. Also offered as ARCH 460. Principles and methods of site analysis; the influence of landscape character and site features (natural and built) on planning, architecture and landscape architecture.

LARC 320 Principles of Site Engineering (3) One hour of lecture and five hours of laboratory per week. Prerequisites: LARC 220 and LARC 241. For LARC majors only. Also offered as HORT 320. Formerly LARC 364. The study and application of landscape construction principles as applied to grading, drainage, layout, vehicular and pedestrian circulation.

LARC 321 Landscape Structures and Materials (3) One hour of lecture and five hours of laboratory per week. Prerequisites: LARC 320 and either LARC 340 or LARC 341. For LARC majors only. Also offered as HORT 321. Formerly LARC 465. An examination of the use, properties, and detailing of materials used in landscape construction. The use and design of structures in the landscape.

LARC 340 Site Design Studio (4) Two hours of lecture and six hours of laboratory per week. Prerequisites: LARC 241 and (LARC 265 or ARCH 460). For LARC majors only. Formerly LARC 466. An examination of the influence of landscape character and site features (natural and built) on planning, architecture and landscape architecture through application in the studio setting.

LARC 341 Community Design Studio (4) Two hours of lecture and six hours of laboratory per week. Prerequisite: LARC 241. For LARC majors only. Formerly LARC 361. Examines the landscape architect's role within the community and neighborhood context by utilizing community analysis, user and community factors in design, master-plan design process, site design, report writing and presentation.

LARC 388 Honors Thesis Research (3-6) Prerequisite: admission to AGNR Honors Program. Repeatable to 6 credits if content differs. Undergraduate honors thesis research conducted under the direction of an AGNR faculty member in partial fulfillment of the requirements of the College of AGNR Honors Program. The thesis will be defended to a faculty committee.

LARC 398 Seminar (1)

LARC 420 Professional Practice (3) Prerequisite: LARC 321. For LARC majors only. Formerly LARC 467. An introduction to and comparative study of the professional concerns of design firms. Focus on planning, legal, ethical, marketing and management considerations of interdisciplinary practices.

LARC 440 Urban Studio Design (4) Two hours of lecture and six hours of laboratory per week. Prerequisites: LARC 321, and LARC 340, and LARC 341. For LARC majors only. Formerly LARC 462. The landscape architect's role within the interdisciplinary urban design process, focusing on urban site design issues. Pedestrian friendly site design and the future of sustainable development will be studied.

LARC 450 Environmental Resources (3) Prerequisite: NRSC200 or permission of department. A review of ecosystems and an examination of planning strategies for preservation, conservation, management and development of sensitive natural and cultural landscape resources in the mid-Atlantic region.

LARC 451 Sustainable Communities (3) Explores concepts, strategies and examples of community design which address the needs of a growing population while preserving the environment and its resources.

LARC 470 Landscape Architecture Seminar (3) Prerequisites: LARC 321 and LARC 341. For LARC majors only. A combination of self-directed study, seminar, and lecture formats. An introduction to aspects of research methods, critical analysis, and proposal writing.

LARC 471 Capstone Studio (4) Two hours of lecture and six hours of laboratory per week. Prerequisites: LARC 420 and LARC 440 and LARC 470. For LARC majors only. A study in an area of specialization in Landscape Architecture. The goal is the completion of a landscape architectural project that requires the student to submit a final project report and make an oral presentation, which will be open to the university.

LARC 489 Special Topics in Landscape Architecture (1-4) Prerequisite: permission of department. Repeatable to 4 credits if content differs. Credit according to time scheduled and organization of course. A lecture and/or studio course organized as an in depth study of a selected specialization of landscape architecture not covered by existing courses.

LARC 499 Independent Studies in Landscape Architecture (1-4) Prerequisite: 12 credits in LARC or permission of department. For LARC and HORT majors only. Repeatable to 4 credits if content differs. Independent studies in landscape architecture including field, studio or library research under the direction of a faculty member.

LASC — Certificate in Latin American Studies

LASC 234 Issues in Latin American Studies I (3) Two hours of lecture and one hour of discussion/recitation per week. Also offered as SPAN 234 and PORT 234. Credit will be granted for only one of the following: LASC 234 or SPAN 234 or PORT 234. Interdisciplinary study of major issues in Latin America and the Caribbean, including Latin America's cultural mosaic, migration and urbanization. Democratization and the role of religions.

LASC 235 Issues in Latin American Studies II (3) Two hours of lecture and one hour of discussion/recitation per week. Also offered as SPAN 235 and PORT 235. Credit will be granted for only one of the following: LASC 235 or SPAN 235 or PORT 235. Major issues shaping Latin American and Caribbean societies including the changing constructions of race, ethnicity, gender and class as well as expressions of popular cultures and revolutionary practices. A continuation of LASC/PORT/SPAN 234, but completion of 234 is not a prerequisite.

LASC 403 Research and Information Sources in Latin American Studies (1) Two hours of lecture per week. Corequisite: LASC 458; Recommended: LASC 234 and LASC 235. 86 semester hours. Senior standing. Also offered as SPAN 403. A foundational course in Latin American Studies information sources. Students will devise a search strategy and explore reference materials available to the Latin American Studies researcher.

LASC 458 Senior Capstone Course in Latin American Studies (3) Three hours of lecture per week. Prerequisites: LASC 234 and LASC 235 or permission of department. Recommended: LASC 403. 86 semester hours. Senior standing. For LASC majors only. Also offered as SPAN 458. Capstone course for advanced students in the Latin American Studies Certificate Program or other students with appropriate preparation. Interdisciplinary topics will vary each semester.

LATN — Latin

LATN 101 Elementary Latin I (4) Four hours of discussion/recitation per week. A student who has two units of Latin in high school may register for LATN 101 for the purposes of review, but ordinarily not for credit.

LATN 102 Elementary Latin II (4) Four hours of discussion/recitation per week. Prerequisite: LATN 101 at UMCP or permission of department.

LATN 120 Intensive Latin (4) Prerequisite: permission of department. Not open for credit to students with credit for LATN 102. Elements of Latin grammar and vocabulary; elementary reading. The first year's study of Latin compressed into a single semester.

LATN 201 Intermediate Latin (4) Prerequisite: LATN 102 at UMCP or permission of department. Formerly LATN 203.

LATN 220 Intermediate Intensive Latin (4) Prerequisite: LATN 102, or LATN 120, or equivalent. Not open to students with credit for LATN 204. Review of Latin grammar; reading in prose and poetry from selected authors.

LATN 301 Plautus (3) Plautine drama. Literary, linguistic and socio-cultural aspects.

LATN 302 Ovid (3) Major works of Ovidian poetry. Literary and moral atmosphere of Augustan age.

LATN 303 Petronius (3) Reading and analysis of Petronius' Satyricon with an emphasis on the literary climate of the Neronian Age and on the emergence of the novel as a literary genre.

LATN 351 Horace and Catullus (3) Prerequisite: LATN 201 or equivalent.

LATN 402 Tacitus (3)

LATN 403 Roman Satire (3)

LATN 405 Lucretius (3)

LATN 410 Latin Historians (3) Latin historical writing as a literary genre. Influences, style, and literary techniques.

LATN 415 Virgil's Aeneid (3) Formerly LATN 305. Virgil's Aeneid: readings of selections in Latin and of the entire epic in English translation along with critical essays.

LATN 420 Cicero and Caesar (3) Reading and analysis of texts by M. Tullius Cicero and C. Julius Caesar, with emphasis on the relationships between them and on the period of the Civil War.

LATN 424 Silver Latin (3) Reading and analysis of selected texts. Emphasis on the role of Nero and Seneca in literary developments.

LATN 472 Historical Development of the Latin Language (3) Credit will be granted for only one of the following: LATN 472 or LING 431. An analysis of the development of the Latin language from archaic times to the Middle Ages.

LATN 488 Latin Readings (3) Prerequisite: permission of department. Repeatable to 6 credits if content differs. The reading of one or more selected Latin authors from antiquity through the Renaissance. Reports.

LATN 499 Independent Study in Latin Language and Literature (1-3) Prerequisite: permission of department. Repeatable to 6 credits if content differs.

LBSC — Library Science

LBSC 208 Special Topics in Information Studies (3) Repeatable to 6 credits if content differs. Special topics in aspects of information use, technology, and policy.

LBSC 488 Recent Trends and Issues in Library and Information Services (1-3) Repeatable to 9 credits. Discussions of recent trends and issues in library and information services. Designed for practicing professionals.

LBSC 499 Workshops, Clinics, and Institutes (1-9) Repeatable to 9 credits. Workshops, clinics, and institutes developed around specific topics or problems. Primarily for practicing librarians.

LING — Linguistics

LING 200 Introductory Linguistics (3) Not open to students who have completed ANTH 371 or HESP 120. Ways of studying human language; basic concepts of modern linguistic analysis (sound systems, word formation, syntax, meaning). The nature of human language; the social aspects of language; language change; dialects; writing systems; language universals, etc.

LING 210 Structure of American Sign Language (3) Overview of phonology, morphology and syntax of American Sign Language. History of the language and the unique social, political and linguistic situation of the deaf.

LING 240 Language and Mind (3) The study of language as a cognitive phenomenon. Ways of representing people's knowledge of their native language, ways in which that knowledge is attained naturally by children, and how it is used in speaking and listening. Relevant philosophical literature. Relationship to study of other cognitive abilities: reasoning, perception, sensory-motor development.

LING 311 Syntax I (3) Prerequisite: LING 240. Basic concepts, analytical techniques of generative syntax, relation to empirical limits imposed by viewing grammars as representations of a component of human mind. Aspects of current theories.

LING 312 Syntax II (3) Prerequisite: LING 311. Continuation of LING 311. Development of theories of syntax. Criteria for revising theories. Methods and strategies of "scientific" efforts to explain natural phenomena.

LING 321 Phonology I (3) Prerequisite: LING 240. Properties of sound systems of human languages, basic concepts and analytical techniques of generative phonology. Empirical limits imposed by viewing grammars as cognitive representations. Physiological properties and phonological systems; articulatory phonetics and distinctive feature theory.

LING 322 Phonology II (3) Prerequisite: LING 321. Continuation of LING 321. Further investigation of phonological phenomena and phonological theory. Revising and elaborating the theory of the phonological representation; interaction of phonology and morphology.

LING 330 Historical Linguistics (3) A traditional presentation of language change. Language types and families, sounds and writing systems, grammatical categories. Reconstruction of proto-languages by internal and comparative methods.

LING 350 Philosophy of Language (3) Prerequisite: PHIL 170 or PHIL 173 or PHIL 371; or LING 311. The nature and function of language and other forms of symbolism from a philosophical perspective.

LING 410 Grammar and Meaning (3) Prerequisite: LING 311 or permission of instructor. The basic notions of semantic theory: reference, quantification, scope relations, compositionality, thematic relations, tense and time, etc. The role these notions play in grammars of natural languages. Properties of logical form and relationship with syntax.

LING 411 Comparative Syntax (3) Prerequisite: LING 312. Comparison of data from a variety of languages with respect to some aspect of current versions of syntactic theory in order to

investigate how parameters of universal grammar are fixed differently in different languages. Attempts to work out fragments of grammars for some languages.

LING 419 Topics in Syntax (3) Repeatable to 6 credits if content differs.

LING 420 Word Formation (3) Prerequisite: LING 322. Definition of shape and meaning of possible words, both across languages and within particular languages. Interaction between principles of word formation and other components of a grammar: syntax, logical form and phonology.

LING 421 Advanced Phonology (3) Prerequisite: LING 322. Topics in current phonological theory, as they relate to data from the sound systems of various languages. Segmental and prosodic analysis. Discussion of autosegmental theory, metrical theory, etc.

LING 429 Topics in Phonology (3) Repeatable to 6 credits if content differs.

LING 430 Language Change (3) Prerequisite: LING 240. Changes in grammars from generation to generation. Consequences for the theory of grammars. Traditional work on historical change.

LING 439 Topics in Diachronic Linguistics (3) Repeatable to 6 credits if content differs.

LING 440 Grammars and Cognition (3) Relationship between the structure, development and functioning of grammars and the structure, development and functioning of other mental systems. Interpretations of experimental and observational work on children's language, aphasia, speech production and comprehension.

LING 443 Introduction to Programming for Linguists (3)

LING 444 Child Language (3) Prerequisite: LING 200 or LING 240. Examines children's language development from the perspective of Chomsky's 'Universal Grammar'. Parts of children's knowledge which are innate, and parts which are learned from the environment. This issue will motivate discussion of a variety of topics including children's knowledge of the lexicon and word meaning, grammatical structure, and semantics.

LING 451 Grammars and Variation (3) Prerequisite: LING 311. Grammars and the use of language in a variety of styles: formal, casual, literary, etc. Consequences for concepts of grammars. Variation theory. Literary styles.

LING 453 Mathematical Approaches to Language (3) Prerequisite: LING 312. The aspects of mathematics used in linguistic discussions: recursion theory, Chomsky's hierarchy of grammars, set theory, Boolean algebra, finite state grammars, context-free grammars, etc. Applications to theories of grammars. Formalizations of grammatical theories.

LING 455 Second Language Learning (3) Prerequisite: LING 200 or LING 240. Relationship between theories of grammars, first language acquisition by children and the learning of second languages by adults.

LING 460 Diversity and Unity in Human Languages (3) Fundamentals of grammatical typology as they relate to issues in social attitudes towards language. Linguistic structure of standard and non-standard languages and dialects. Relationship of different writing systems to linguistic structure. Issues in bi- and multi-lingualism.

LING 487 Computer Science for Cognitive Studies (3) Also offered as PHIL 487. Credit will be granted for only one of the following: LING 487 or PHIL 487. List processing and discrete mathematics. Preparation for the study of artificial intelligence and other mathematically oriented branches of cognitive studies. Intended for students of linguistics, philosophy, and psychology. LISP computer language, graphs and trees, the concept of computational complexity, search algorithms.

LING 499 Directed Studies in Linguistics (1-3) Prerequisite: permission of department. Repeatable to 6 credits if content differs. Independent study or research on language under the supervision of a faculty member.

MAPL — Applied Mathematics

MAPL 420 Mathematical Modeling (3) Prerequisite: MATH 241; and MATH246; and STAT 400; and MATH 240 or MATH461 and permission of department. Also offered as MATH 420. Credit will be granted for only one of the following: MATH 420 or MAPL 420. The course will develop skills in mathematical modeling through practical experience. Students will work in groups on specific projects involving real-life problems that are accessible to their existing mathematical backgrounds. In addition to the development of mathematical models, emphasis will be placed on the use of computational methods to investigate these models, and effective oral and written presentation of the results.

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MAPL 452 Introduction to Dynamics and Chaos (3) Prerequisites: MATH 240; and MATH 246. Also offered as MATH 452. An introduction to mathematical dynamics and chaos. Orbits, bifurcations, Cantor sets and horseshoes, symbolic dynamics, fractal dimension, notions of stability, flows and chaos. Includes motivation and historical perspectives, as well as examples of fundamental maps studied in dynamics and applications of dynamics.

MAPL 460 Computational Methods (3) Prerequisites: MATH 240 and MATH 241 and CMSC 105 or CMSC 106 or CMSC 114 or ENEE 114 or permission of instructor. Also offered as CMSC 460. Credit will be granted for only one of the following: MAPL/CMSC 460 or MAPL/CMSC 466. Basic computational methods for interpolation, least squares, approximation, numerical quadrature, numerical solution of polynomial and transcendental equations, systems of linear equations and initial value problems for ordinary differential equations. Emphasis on methods and their computational properties rather than their analytic aspects. Intended primarily for students in the physical and engineering sciences.

MAPL 466 Introduction to Numerical Analysis I (3) Prerequisites: MATH 240 and MATH 241 and CMSC 105 or CMSC 106 or CMSC 114 or ENEE 114 or permission of instructor. Also offered as CMSC 466. Credit will be granted for only one of the following: MAPL/CMSC 460 or MAPL/CMSC 466. Floating point computations, direct methods for linear systems, interpolation, solution of nonlinear equations.

MAPL 467 Introduction to Numerical Analysis II (3) Prerequisites: MAPL/CMSC 466 with a grade of C or better. Also offered as CMSC 467. Credit will be granted for only one of the following: CMSC 467 or MAPL 467. Advanced interpolation, linear least squares, eigenvalue problems, ordinary differential equations, fast Fourier transforms.

MAPL 472 Methods and Models in Applied Mathematics I (3) Prerequisites: (MATH 241; and MATH 246; and MATH 240; and PHYS 161 or 171) or permission of department. Recommended: one of the following: MATH 410, MATH 414, MATH 415, MATH 462, MATH 463, PHYS 262, PHYS 273. Also offered as MATH 472. Credit will be granted for only one of the following: MATH 472 and MAPL 472. Mathematical models in fluid dynamics and elasticity, both linear and non-linear partial differential equations, variational characterizations in eigenvalue problems, numerical algorithms. Additional optional topics as time permits. Some examples are Hamiltonian systems, Maxwell's equations, non-linear programming.

MAPL 473 Methods and Models in Applied Mathematics II (3) Prerequisite: MAPL 472 or permission of department. Also offered as MATH 473. Credit will be granted for only one of the following: MAPL 473 or MATH 473. Continuation of the two-semester sequence, MAPL 472 and MAPL 473.

MAPL 477 Optimization (3) Prerequisites: (CMSC/MAPL 460, or CMSC/MAPL 466 or CMSC/MAPL 467) with a grade of C or better. Also offered as CMSC 477. Credit will be granted for only one of the following: CMSC 477 or MAPL 477. Linear programming including the simplex algorithm and dual linear programs, convex sets and elements of convex programming, combinatorial optimization, integer programming.

MAPL 498 Selected Topics in Applied Mathematics (1-3) Repeatable to 6 credits if content differs. Topics in applied mathematics of special interest to advanced undergraduate students.

MATH — Mathematics

MATH 001 Review of High School Algebra (3) Recommended for students who plan to take MATH 110 or MATH 002 but are not currently qualified to do so. Special fee required in addition to the regular tuition charge for fall and spring semesters. This course does not carry credit towards any degree at the University. Provides students with the foundation in intermediate algebra that is necessary for the study of the first college level math course, MATH 110. Topics include a review of the operations on real numbers, linear equations in one and two variables, systems of linear equations, linear inequalities, operations on polynomials, factoring, applications and solutions of quadratic equations.

MATH 002 Advanced Review of High School Algebra (3) Recommended for students who plan to take but who are not currently qualified for MATH 115. Prerequisite: a satisfactory score on the mathematics placement exam or MATH 001 or MATH 001L. Special fee required in addition to the regular tuition charge for fall and spring semesters. This course does not carry credit towards any degree at the University. Review of high school algebra at a faster pace and at a more advanced level than MATH 001. Exponents; polynomials; linear equations in one and two variables; quadratic equations; and polynomial, rational, exponential and logarithmic functions.

MATH 110 Elementary Mathematical Models (3) Prerequisite: permission of department based on satisfactory score on the mathematics placement exam, or MATH 001 with a grade of C or better, or MATH 002. Not open to students majoring in mathematics, engineering, business, life sciences, and the physical sciences. Not open to students who have completed MATH 140, MATH 220, or any MATH or STAT course for which MATH 140 or MATH 220 is a prerequisite. Credit will be granted for only one of the following: MATH 110 or MATH 113. Topics include simple and compound interest; recursion for computing balances; installment loans and amortization; approximating data by linear models; analysis of applications to real-world collections of data; probability; conditional probability; independence; expected value; graphing and analysis of systems of inequalities; linear programming and applications.

MATH 111 Introduction to Probability (3) Prerequisite: permission of department based on satisfactory score on the mathematics placement exam, or MATH 110, or MATH 002 with a grade of C or better. Not open to students majoring in mathematics, engineering or the physical sciences. Not open to students who have completed STAT 100 or any MATH or STAT course with a prerequisite of MATH 141. Credit will be granted for only one of the following: MATH 111 or STAT 100. Logic, Boolean algebra, counting, probability, random variables, expectation applications of the normal probability distribution.

MATH 113 College Algebra with Applications (3) Prerequisite: permission of department based on satisfactory score on the mathematics placement exam, or MATH 002. Not open to students who have completed MATH 140 or MATH 220 or any course for which MATH 140 or MATH 220 is a prerequisite. Credit will be granted for only one of the following: I) MATH 113 or II) (MATH 110 and MATH 115). Graphs and applications of elementary functions including: polynomial, rational, exponential and logarithmic functions. Systems of linear equations and linear inequalities used to solve representative problems in linear programming. Matrices and matrix operations including inverse. Sequences.

MATH 115 Precalculus (3) Prerequisite: permission of department based on satisfactory score on the mathematics placement exam, or MATH 002 with a grade of B or better, or MATH 113. Not open to students who have completed MATH 140 or any MATH or STAT course for which MATH 140 is a prerequisite. Credit will be granted for only one of the following: MATH 113 or MATH 115. Preparation for MATH 220 or MATH 140. Elementary functions and graphs: polynomials, rational functions, exponential and logarithmic functions, trigonometric functions. Algebraic techniques preparatory for calculus.

MATH 140 Calculus I (4) Prerequisite: permission of department based on 3 1/2 years of college preparatory mathematics (including trigonometry) and a satisfactory score on the mathematics placement exam, or MATH 115 with a grade of C or better. Credit will be granted for only one of the following: MATH 140 or MATH 220. Introduction to calculus, including functions, limits, continuity, derivatives and applications of the derivative, sketching of graphs of functions, definite and indefinite integrals, and calculation of area. The course is especially recommended for science and mathematics majors.

MATH 141 Calculus II (4) Prerequisite: MATH 140 or equivalent. Credit will be granted for only one of the following: MATH 141 or MATH 221. Continuation of MATH 140, including techniques of integration, improper integrals, applications of integration (such as volumes, work, arc length, moments), inverse functions, exponential and logarithmic functions, sequences and series.

MATH 210 Elements of Mathematics (4) Prerequisite: one year of college preparatory algebra. Required for majors in elementary education, and open only to students in this field. Topics from algebra and number theory, designed to provide insight into arithmetic: inductive proof, the natural number system based on the Peano axioms; mathematical systems, groups, fields; the system of integers; the system of rational numbers; congruence, divisibility; systems of numeration.

MATH 211 Elements of Geometry (4) Prerequisite: MATH 210. Structure of mathematics systems, algebra of sets, geometrical structures, logic, measurement, congruence, similarity, graphs in the plane, geometry on the sphere.

MATH 220 Elementary Calculus I (3) Prerequisite: permission of department based on 3 1/2 years of college preparatory mathematics (including trigonometry) and satisfactory performance on the mathematics placement exam, or MATH 113, or MATH 115. Not open to students majoring in mathematics, engineering or the physical sciences. Credit will be granted for only one of the following: MATH 140 or MATH 220. Basic ideas of differential and integral calculus, with emphasis on elementary techniques of differentiation and applications.

MATH 221 Elementary Calculus II (3) Prerequisite: MATH 220, or MATH 140, or equivalent. Not open to students majoring in mathematics, engineering or the physical sciences. Credit will be granted for only one of the following: MATH 141 or MATH 221. Differential and integral calculus, with emphasis on elementary techniques of integration and applications.

MATH 240 Introduction to Linear Algebra (4) Prerequisite: MATH 141 or equivalent. Credit will be granted for only one of the following: MATH 240 or MATH 400 or MATH 461. Basic concepts of linear algebra: vector spaces, applications to line and plane geometry, linear equations and matrices, similar matrices, linear transformations, eigenvalues, determinants and quadratic forms.

MATH 241 Calculus III (4) Prerequisites: MATH 141 and any one of the following: MATH 240 or ENES 102 or PHYS 161 or PHYS 171. Introduction to multivariable calculus, including vectors and vector-valued functions, partial derivatives and applications of partial derivatives (such as tangent planes and Lagrange multipliers), multiple integrals, volume, surface area, and the classical theorems of Green, Stokes and Gauss.

MATH 242 Numerical Techniques in Engineering (3) Prerequisite: MATH 141 and ENEE 114 or CMSC 106 or equivalent. Restricted to Engineering, Math, and Physics majors only. Also offered as ENEE 241. Credit will be granted for only one of the following: ENES 240 or ENEE 241 or MATH 242. Introduction to error analysis, conditioning and stability of algorithms algorithms. Numerical solution of nonlinear equations. Vector spaces and linear transformations. Matrix algebra. Gaussian elimination. LU factorization, matrix inversion. Similarity transformations and diagonalization. Iterative computation of eigenvalues. Interpolation; splines; data fitting. Numerical integration.

MATH 246 Differential Equations for Scientists and Engineers (3) Prerequisite: MATH 141 and any one of the following: MATH 240 or ENES 102 or PHYS 161 or PHYS 171. An introduction to the basic methods of solving ordinary differential equations. Equations of first and second order, linear differential equations, Laplace transforms, numerical methods, and the qualitative theory of differential equations.

MATH 299 Selected Topics in Mathematics (1-3) Prerequisite: permission of department. Topics of special interest under the general guidance of the departmental committee on undergraduate studies.

MATH 310 Introduction to Analysis (3) Prerequisite: MATH 141. Corequisite: MATH 241. Math majors may not use this course to satisfy an upper-level requirement. To prepare students for MATH 410 Advanced Calculus. To develop the students' ability to construct a rigorous proof of a mathematical claim. Students will also be made aware of mathematical results that are of interest to those wishing to analyze a particular mathematical model. Topics will be drawn from logic, set theory, structure of the number line, elementary topology, metric spaces, functions, sequences and continuity.

MATH 350 Analysis I (Honors) (4) Prerequisite: permission of department. Credit will be granted for only one of the following: MATH 350 or MATH 250. Formerly MATH 250. First semester of a year course giving a rigorous treatment of calculus in one and several variables. Topics covered during the year: properties of the real and complex numbers, Euclidean spaces, basic set theory and topology, metric spaces, sequences and series, continuity, differentiability, uniform convergence, Riemann-Stieltjes integrals, multiple integrals, inverse and implicit functions theorems, line integrals, theorems of Green, Gauss, and Stokes.

MATH 351 Analysis II (Honors) (4) Prerequisite: MATH 350. Credit will be granted for only one of the following: MATH 351 or MATH 251. Formerly MATH 251. Continuation of MATH 350. Students successfully completing MATH 350 - MATH 351 will not need to take MATH 410 - MATH 411.

MATH 400 Vectors and Matrices (3) Prerequisite: MATH 221 or equivalent. Not open to students in the CMPS or Engineering Colleges. Credit will be granted for only one of the following: MATH 240, MATH 400, or MATH 461. The essentials of matrix theory needed in the management, social and biological sciences. Main topics: systems of linear equations, linear independence, rank, orthogonal transformations, eigenvalues, the principal axes theorem. Typical applications: linear models in economics and in statistics, Markov chains, age-specific population growth.

MATH 401 Applications of Linear Algebra (3) Prerequisite: MATH 240 or MATH 461. Various applications of linear algebra: theory of finite games, linear programming, matrix methods as applied to finite Markov chains, random walk, incidence matrices, graphs and directed graphs, networks, transportation problems.

MATH 402 Algebraic Structures (3) Prerequisite: MATH 240 or equivalent. Not open to mathematics graduate students. Credit will be granted for only one of the following: MATH 402

or MATH 403. For students having only limited experience with rigorous mathematical proofs. Parallels MATH 403. Students planning graduate work in mathematics should take MATH 403. Groups, rings, integral domains and fields, detailed study of several groups; properties of integers and polynomials. Emphasis is on the origin of the mathematical ideas studied and the logical structure of the subject.

MATH 403 Introduction to Abstract Algebra (3) Prerequisites: MATH 240 and MATH 241, or equivalent. Credit will be granted for only one of the following: MATH 402 or MATH 403. Integers; groups, rings, integral domains, fields.

MATH 404 Field Theory (3) Prerequisite: MATH 403. Algebraic and transcendental elements, Galois theory, constructions with straight-edge and compass, solutions of equations of low degrees, insolubility of the Quintic, Sylow theorems, fundamental theorem of finite Abelian groups.

MATH 405 Linear Algebra (3) Prerequisite: MATH 240 or MATH 461. An abstract treatment of finite dimensional vector spaces. Linear transformations and their invariants.

MATH 406 Introduction to Number Theory (3) Prerequisite: MATH 141 or permission of department. Integers, divisibility, prime numbers, unique factorization, congruences, quadratic reciprocity, Diophantine equations and arithmetic functions.

MATH 410 Advanced Calculus I (3) Prerequisites: MATH 240 and MATH 241 with a grade of C or better. Not open to students who have completed MATH 350. First semester of a year course. Subjects covered during the year are: sequences and series of numbers, continuity and differentiability of real valued functions of one variable, the Riemann integral, sequences of functions, and power series. Functions of several variables including partial derivatives, multiple integrals, line and surface integrals. The implicit function theorem.

MATH 411 Advanced Calculus II (3) Prerequisite: MATH 410. Not open to students who have completed MATH 350 and MATH 351. Credit will be granted for only one of the following: MATH 411 or MATH 412. Continuation of MATH 410.

MATH 412 Advanced Calculus with Applications (3) Prerequisite: MATH 410. Recommended: Basics of MATLAB. Not open to students who have completed MATH 350 and MATH 351. Credit will be granted for only one of the following: MATH 411 or MATH 412. Applied problems from a computational perspective.

MATH 414 Differential Equations (3) Prerequisites: MATH 410; and MATH 240 or equivalent. Existence and uniqueness theorems for initial value problems. Linear theory: fundamental matrix solutions, variation of constants formula, Floquet theory for periodic linear systems. Asymptotic orbital and Lyapunov stability with phase plane diagrams. Boundary value theory and series solutions.

MATH 415 Introduction to Partial Differential Equations (3) Prerequisites: MATH 246; and (MATH 411 or MATH 251). MATH 411 and MATH 415 may be taken concurrently. Credit will be granted for only one of the following: MATH 415 or MATH 462. First order equations, linear second order equations in two variables, one dimensional wave equation and the method of separation of variables, and other topics such as harmonic functions, the heat equation, and the wave equation in space.

MATH 417 Introduction to Fourier Analysis (3) Prerequisite: MATH 410. Fourier series. Fourier and Laplace transforms.

MATH 420 Mathematical Modeling (3) Prerequisite: MATH 241; and MATH 246; and STAT 400; and MATH 240 or MATH 461 and permission of department. Also offered as MAPL 420. Credit will be granted for only one of the following: MATH 420 or MAPL 420. The course will develop skills in mathematical modeling through practical experience. Students will work in groups on specific projects involving real-life problems that are accessible to their existing mathematical backgrounds. In addition to the development of mathematical models, emphasis will be placed on the use of computational methods to investigate these models, and effective oral and written presentation of the results.

MATH 430 Euclidean and Non-Euclidean Geometries (3) Prerequisite: MATH 141. Hilbert's axioms for Euclidean geometry. Neutral geometry: the consistency of the hyperbolic parallel postulate and the inconsistency of the elliptic parallel postulate with neutral geometry. Models of hyperbolic geometry. Existence and properties of isometries.

MATH 431 Geometry for Computer Graphics (3) Prerequisite: MATH 240 or MATH 461. Topics from projective geometry and transformation geometry, emphasizing the two-dimensional representation of three-dimensional objects and moving objects about in the plane and space. The emphasis will be on formulas and algorithms of immediate use in computer graphics.

MATH 432 Introduction to Point Set Topology (3) Prerequisite: MATH 410 or equivalent. Connectedness, compactness, transformations, homomorphisms; application of these concepts to various spaces, with particular attention to the Euclidean plane.

MATH 436 Differential Geometry of Curves and Surfaces I (3) Prerequisites: MATH 241; and either MATH 240 or MATH 461. Curves in the plane and Euclidean space, moving frames, surfaces in Euclidean space, orientability of surfaces; Gaussian and mean curvatures; surfaces of revolution, ruled surfaces; minimal surfaces, special curves on surfaces, "Theorema Egregium"; the intrinsic geometry of surfaces.

MATH 437 Differential Geometry of Curves and Surfaces II (3) Prerequisite: MATH 436. Differential forms, the Euler characteristic, Gauss-Bonnet theorem, the fundamental group; an outline of the topological classification of compact surfaces, vector fields, geodesics and Jacobi fields; classical calculus of variations, global differential geometry of surfaces, and elementary Riemann surface theory.

MATH 445 Elementary Mathematical Logic (3) Prerequisite: MATH 141. Credit will be granted for only one of the following: MATH 445 or MATH 450/CMSC 450. Elementary development of propositional and predicate logic, including semantics and deductive systems and with a discussion of completeness, incompleteness and the decision problem.

MATH 446 Axiomatic Set Theory (3) Prerequisite: MATH 403 or MATH 410. Development of a system of axiomatic set theory, choice principles, induction principles, ordinal arithmetic including discussion of cancellation laws, divisibility, canonical expansions, cardinal arithmetic including connections with the axiom of choice, Hartog's theorem, König's theorem, properties of regular, singular, and inaccessible cardinals.

MATH 447 Introduction to Mathematical Logic (3) Prerequisite: MATH 403 or MATH 410. Formal propositional logic; completeness, independence, decidability of the system, formal quantificational logic, first-order axiomatic theories, extended Gödel completeness theorem, Löwenheim-Skolem theorem, model-theoretical applications.

MATH 450 Logic for Computer Science (3) Prerequisites: (CMSC 251 and MATH 141) (with grade of C or better). Also offered as CMSC 450. Credit will be granted for only one of the following: MATH 445 or MATH 450/CMSC 450. Elementary development of propositional and first-order logic accessible to the advanced undergraduate computer science student, including the resolution method in propositional logic and Herbrand's Unsatisfiability Theorem in first-order logic. Included are the concepts of truth, interpretation, validity, provability, soundness, completeness, incompleteness, decidability and semi-decidability.

MATH 452 Introduction to Dynamics and Chaos (3) Prerequisite: MATH 240; and MATH 246. Also offered as MAPL 452. An introduction to mathematical dynamics and chaos. Orbits, bifurcations, Cantor sets and horseshoes, symbolic dynamics, fractal dimension, notions of stability, flows and chaos. Includes motivation and historical perspectives, as well as examples of fundamental maps studied in dynamics and applications of dynamics.

MATH 456 Cryptology (3) Prerequisite: Two 400-level MATH courses or two 400-level CMSC courses or permission of department. Also offered as CMSC 456. Credit will be granted for only one of the following: MATH 456 or CMSC 456. Importance in protecting data in communications between computers. The subject lies on the border between mathematics and computer science. Mathematical topics include number theory and probability, and computer science topics include complexity theory.

MATH 461 Linear Algebra for Scientists and Engineers (3) Prerequisites: MATH 141 and one MATH/STAT course for which MATH 141 is a prerequisite. This course cannot be used toward the upper level math requirements for MATH/STAT majors. Credit will be granted for only one of the following: MATH 240, MATH 400 or MATH 461. Basic concepts of linear algebra. This course is similar to MATH 240, but with more extensive coverage of the topics needed in applied linear algebra: change of basis, complex eigenvalues, diagonalization, the Jordan canonical form.

MATH 462 Partial Differential Equations for Scientists and Engineers (3) Prerequisites: MATH 241; and MATH 246. Credit will be granted for only one of the following: MATH 462 or MATH 415. Linear spaces and operators, orthogonality, Sturm-Liouville problems and eigenfunction expansions for ordinary differential equations, introduction to partial differential equations, including the heat equation, wave equation and Laplace's equation, boundary value problems, initial value problems, and initial-boundary value problems.

MATH 463 Complex Variables for Scientists and Engineers (3) Prerequisite: MATH 241 or equivalent. The algebra of complex numbers, analytic functions, mapping properties of the

elementary functions. Cauchy integral formula. Theory of residues and application to evaluation of integrals. Conformal mapping.

MATH 464 Transform Methods for Scientists and Engineers (3) Prerequisite: MATH 246. Fourier series, Fourier and Laplace transforms. Evaluation of the complex inversion integral by the theory of residues. Applications to ordinary and partial differential equations of mathematical physics: solutions using transforms and separation of variables. Additional topics such as Bessel functions and calculus of variations.

MATH 472 Methods and Models in Applied Mathematics I (3) Prerequisite: (MATH 241; and MATH 246; and MATH 240; and PHYS 161 or PHYS 171) or permission of department. Recommended: one of: MATH 410, MATH 414, MATH 415, MATH 462, MATH 463 or PHYS 262, PHYS 273. Also offered as MAPL 472. Credit will be granted for only one of the following: MATH 472 and MAPL 472. Mathematical models in fluid dynamics and elasticity, both linear and non-linear partial differential equations, variational characterizations in eigenvalue problems, numerical algorithms. Additional optional topics as time permits. Some examples are Hamiltonian systems, Maxwell's equations, non-linear programming.

MATH 473 Methods and Models in Applied Mathematics II (3) Prerequisite: MATH 472 or permission of department. Also offered as MAPL 473. Credit will be granted for only one of the following: MATH 473 and MAPL 473. Continuation of the two semester sequence MATH 472 and MATH 473.

MATH 475 Combinatorics and Graph Theory (3) Prerequisites: MATH 240; and MATH 241. Also offered as CMSC 475. Credit will be granted for only one of the following: MATH 475 or CMSC 475. General enumeration methods, difference equations, generating functions. Elements of graph theory, matrix representations of graphs, applications of graph theory to transport networks, matching theory and graphical algorithms.

MATH 478 Selected Topics For Teachers of Mathematics (1-3) Prerequisite: one year of college mathematics or permission of department. (This course cannot be used toward the upper level math requirements for MATH/STAT majors).

MATH 498 Selected Topics in Mathematics (1-9) Honors students register for reading courses under this number. Repeatable to 9 credits if content differs. Topics of special interest to advanced undergraduate students will be offered occasionally under the general guidance of the departmental committee on undergraduate studies.

MATH 499 Honors Seminar (2) Prerequisite: permission of department. Not open to graduate students. Formerly MATH 398. Faculty supervised reports by students on mathematical literature. Both oral and written presentation on special topics of current interest.

MEES — Marine-Estuarine-Environmental Sciences

MEES 440 Essentials of Toxicology (2) Prerequisite: BCHM 261 or BCHM 461. Principles involved in the assessment of responses of organisms to toxic chemicals, including systemic and organ toxicology, carcinogenesis, teratogenesis, and consideration of the effects of major groups of toxicants.

MEES 498 Topics in Marine-Estuarine-Environmental Sciences (1-4) Lecture and/or laboratory series organized to study a selected area of marine-estuarine-environmental sciences not otherwise considered in formal courses.

METO — Meteorology

METO 123 Causes and Implications of Global Change (3) Also offered as GEOG 123 and GEOL 123, and PBIO 123/BSCI 123. Credit will be granted for only one of the following: GEOG 123, GEOL 123, METO 123, or PBIO 123/BSCI 123. This course offers a unique experience in integrating physical, chemical, geological, and biological sciences with geographical, economic, sociological, and political knowledge skills toward a better understanding of global change. Review of environmental science relating to weather and climate change, acid precipitation, ozone holes, global warming, and impacts on biology, agriculture, and human behavior. Study of the natural, long-term variability of the global environment, and what influence mankind may have in perturbing it from its natural evolution. Concepts of how physical, biological, and human behavioral systems interact, and the repercussions which may follow from human endeavors. The manner in which to approach decision and policy making related to issues of global change.

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METO 200 Weather and Climate (3) Three hours of lecture and one hour of discussion/recitation per week. Prerequisites: MATH 110 or MATH 115. Recommended as a co-requisite: METO 201. Broad survey of the state of knowledge and problems of atmospheric science. Origin and structure of the atmosphere, meteorological observations, weather maps, forecasting, satellites, energetics, wind, general circulation, storms, severe weather, climate change, air pollution, and weather modification.

METO 201 Weather and Climate Laboratory (1) Two hours of laboratory per week. Co-requisite: METO 200. Laboratory exercises to supplement METO 200, including weather observations, weather map analysis, use of the Internet, forecasting practice, and climate modeling.

METO 400 The Atmosphere (3) Prerequisites: CHEM 103; and MATH 241; and MATH 246; and PHYS 263. The atmosphere and its weather and climate systems. Composition of the atmosphere, energy sources and sinks, winds, storms, global circulation. The application of basic classical physics, chemistry, and mathematics to the study of the atmosphere.

METO 401 Global Environment (3) Prerequisite: METO 400. The global weather and climate system; the natural variability of the atmosphere-ocean-biosphere. Potential human effects: greenhouse effects, deforestation, acid rain, ozone depletion, nuclear winter. Social, political and economic effects of changes in global environment. Policy options.

METO 434 Air Pollution (3) Prerequisites: (CHEM 113 and MATH 241) or permission of department. Production, transformation, transport and removal of air pollutants. The problems of photochemical smog, the greenhouse effect, stratospheric ozone, acid rain, and visibility. Analytical techniques for gases and particles.

METO 499 Special Problems in Atmospheric Science (1-3) Prerequisite: permission of department. Repeatable to 6 credits. Research or special study in the field of meteorology and the atmospheric and oceanic sciences.

MUED — Music Education

MUED 110 Class Study of String Instruments (2) Four hours of laboratory per week. Open only to majors in Music Education (vocal option). Credit will be granted for only one of the following: MUED 110 or MUSC 110. Formerly MUSC 110. Basic principles of string playing, and a survey of all string instruments.

MUED 111 Class Study of Wind and Percussion Instruments (2) Four hours of laboratory per week. Open only to majors in Music Education (vocal option). Credit will be granted for only one of the following: MUED 111 or MUSC 111. Formerly MUSC 111. A survey of wind and percussion instruments with emphasis on ensemble training. The student will acquire an adequate playing technique on one instrument and gain an understanding of the acoustical and construction principles of the others.

MUED 113 Class Study: Violin (2) Four hours of laboratory per week. Open only to majors in Music Education (instrumental option). Credit will be granted for only one of the following: MUED 113 or MUSC 113. Formerly MUSC 113. A study of the violin with emphasis on ensemble training. The student will acquire an adequate playing technique.

MUED 114 Class Study: Cello and Bass (2) Four hours of laboratory per week. Open only to majors in Music Education (instrumental option). Credit will be granted for only one of the following: MUED 114 or MUSC 114. Formerly MUSC 114. A study of the instruments with emphasis on ensemble training. The student will acquire an adequate playing technique.

MUED 116 Class Study: Clarinet (2) Four hours of laboratory per week. Open only to majors in Music Education (instrumental option). Credit will be granted for only one of the following: MUED 116 or MUSC 116. Formerly MUSC 116. A study of the clarinet with emphasis on ensemble training. The student will acquire an adequate playing technique.

MUED 117 Class Study: Flute, Oboe, Bassoon, and Saxophone (2) Four hours of laboratory per week. Open only to majors in Music Education (instrumental option). Credit will be granted for only one of the following: MUED 117 or MUSC 117. Formerly MUSC 117. A study of the instruments with emphasis on ensemble training. The student will acquire an adequate playing technique on two to four instruments, and an understanding of the acoustical and construction principles of the others.

MUED 120 Class Study: Cornet (2) Four hours of laboratory per week. Open only to majors in Music Education (instrumental option). Credit will be granted for only one of the following: MUED 120 or MUSC 120. Formerly MUSC 120. A study of the cornet with emphasis on ensemble training. The student will acquire an adequate playing technique.

MUED 121 Class Study: Horn, Trombone, Euphonium, and Tuba (2) Four hours of laboratory per week. Open only to majors in Music Education (instrumental option). Credit will be granted for only one of the following: MUED 121 or MUSC 121. Formerly MUSC 121. A study of the instruments with emphasis on ensemble training. The student will acquire an adequate playing technique on two to four instruments, and an understanding of the acoustical and construction principles of the others.

MUED 153 Class Study of Guitar and Recorder (2) Three hours of laboratory per week. Prerequisite: permission of department. Credit will be granted for only one of the following: MUED 153 or MUSC 453. Formerly MUSC 453. Study and development of instrumental technique, pedagogical practices, and materials relating to group performance.

MUED 197 Pre-Professional Experiences (1) Limited to music education majors. An orientation into the role of the music teacher in the school and community. Class meets one hour a week for planning and discussion. Students spend one afternoon a week assigned to various music education activities.

MUED 410 Instrumental Arranging (2) Prerequisites: MUSC 250 and permission of department. Arranging for school bands and orchestras from the elementary through high school levels.

MUED 411 Instrumental Music: Methods and Materials For the Elementary (3) School A comprehensive study of instructional materials and teaching techniques for beginning instrumental classes—winds, strings and percussion.

MUED 420 Instrumental Music: Methods, Materials and Administration for (2) Secondary School A comprehensive study of instructional and program materials, rehearsal techniques and program planning for junior and senior High School bands and orchestras. Organization, scheduling, budgeting and purchasing are included.

MUED 438 Special Problems in the Teaching of Instrumental Music (2-3) Prerequisite: MUSC 113-213 or the equivalent. A study, through practice on minor instruments, of the problems encountered in public school teaching of orchestral instruments. Literature and teaching materials, minor repairs, and adjustment of instruments are included. The course may be taken for credit three times since one of four groups of instruments: strings, woodwind, brass or percussion will be studied each time the course is offered.

MUED 450 Music in Early Childhood Education (3) Prerequisite: MUSC 155 or equivalent. Creative experiences in songs and rhythms, correlation of music and everyday teaching with the abilities and development of each level; study of songs and materials; observation and teaching experience with each age level.

MUED 470 General Concepts For Teaching Music (1) Co-requisite: MUED 411 or MUED 471. Basic philosophical, psychological, educational considerations for a total music program K-12; strategies for teaching tonal and rhythmic concepts; evaluation techniques and field experiences in designated schools.

MUED 471 Methods For Teaching Elementary General Music (3) A study of curriculum, materials, and teaching techniques for the development of meaningful music experiences which contribute to a sequential musical growth for children in the elementary schools.

MUED 472 Choral Techniques and Repertoire (2) Prerequisites: MUED 470 and MUSC 490. Rehearsal techniques for developing appropriate diction, tone, production, intonation, phrasing, and interpretation of choral music; examination of a wide variety of repertoire for use by choral performing groups on the elementary and secondary levels.

MUED 478 Special Topics in Music Education (1-2) Prerequisite: MUED 470 or permission of department. Repeatable to 5 credits. Each topic focuses on a specific aspect of the music instructional program; collectively, the topics cover a wide range of subject matter relevant to today's schools.

MUED 499 Workshops, Clinics, Institutes (2-6) Innovative and experimental dimensions of music education will be offered to meet the needs of music teachers and music supervisors and to allow students to individualize their programs. The maximum number credits that may be earned under this course symbol toward any degree is six semester hours; the symbol may be used two or more times until six semester hours have been reached.

MUET — Ethnomusicology

MUET 200 World Popular Musics and Identity (3) Two hours of lecture and one hour of discussion/recitation per week. Perspectives of world popular music as contested terrain, in terms of gender, nationality, and aesthetics. Students will read case histories of specific movements, social commentaries on

genres such as disco, metal, and rap, and investigate issues such as accessibility and technological constraints. The unifying factors are cross-cultural gender roles and cross-cultural perceptions and displays of national identity, cultural retentions, stability, and change.

MUET 210 The Impact of Music on Life (3) Two hours of lecture and one hour of discussion/recitation per week. Credit will be granted for only one of the following: MUSC 210 or MUET 210. Formerly MUSC 210. Music as a part of culture. Materials drawn from traditions throughout the globe to illustrate issues of historical and contemporary significance, including the impact of race, class and gender on the study of music.

MUET 220 Selected Musical Cultures of the World (3) A survey of seven selected musical cultures of the world: Arabic Near East, India, Japan, China, Indonesia, West Africa, Eastern Europe.

MUET 420 Introduction to Ethnomusicology (3) Prerequisite: MUET 210, MUSC 130, or permission of instructor. 56 semester hours. Junior standing. Study of principal concepts and methods in ethnomusicology, covering history of field, linguistics and anthropology, music in urban settings, musical cognition, and ethnography of performance.

MUET 430 The American Musical Experience: North America (3) Prerequisite: MUET 210 or MUSC 130. 56 semester hours. Junior standing. Credit will be granted for only one of the following: MUET 430 or MUSC 430. Formerly MUSC 430. Many musical styles found in North America portray the ideas and beliefs that characterize our diverse society. Specific problems and issues in American society examined through the American musical experience.

MUET 432 Music in World Culture I (3) Prerequisite: MUSC 130 or permission of department. 56 semester hours. Junior standing. Credit will be granted for only one of the following: MUET 432 or MUSC 432. Formerly MUSC 432. Musics of the Pacific and Asia analyzed in terms of musical, social, and aesthetic interrelationships.

MUET 433 Music in World Cultures II (3) Prerequisite: MUSC 130 or permission of department. 56 semester hours. Junior standing. Credit will be granted for only one of the following: MUET 433 or MUSC 433. Formerly MUSC 433. Musics of Europe, Africa, and the Americas analyzed in terms of musical, social, and aesthetic interrelationships.

MUET 438 Area Studies in Ethnomusicology (3) Prerequisite: MUET 432 or MUET 433 or equivalent. Repeatable to 9 credits if content differs. Credit will be granted for only one of the following: MUET 438 or MUSC 438. Formerly MUSC 438. Advanced study of musics in selected parts of the world.

MUSC — School of Music

MUSC 100 Beginning Class Voice (2) Four hours of laboratory per week. A laboratory course involving a variety of voices and vocal problems. Principles of correct breathing as applied to singing; fundamentals of tone production and diction. Repertoire of folk songs and songs of the Classical and Romantic periods. Development of students' voices.

MUSC 102 Class Piano (2) Four hours of laboratory per week. Functional piano training for beginners. Development of techniques for school and community playing. Basic piano techniques; chord, arpeggio, and scale techniques; melody and song playing; simple accompaniments, improvisation for accompaniments and rhythms; sight reading and transposition, and playing by ear.

MUSC 103 Beginning Class Piano II (2) Four hours of laboratory per week. Prerequisite: MUSC 102 or permission of department. Functional piano training for beginners. Development of techniques useful for school and community playing. Basic piano techniques; chord, arpeggio, and scale techniques; melody and song playing; simple accompaniments, improvisation for accompaniments and rhythms; sight reading and transposition, and playing by ear. MUSC 103 is a continuation of MUSC 102; elementary repertoire is begun.

MUSC 106 Beginning Classical Guitar Class (2) Two hours of lecture and five hours of laboratory per week. Introduction to classical guitar notation, technique, literature and performance. No previous musical experience required.

MUSC 123 Movement for Singers (1) Systematic exercises, improvisations and dances in conjunction with artistic vocal expression. Performance and critique of stage deportment, gestures and recital techniques.

MUSC 126 Vocal Diction: English and Latin (1) Augmentation of private voice study. Phonetics and diction for singers of English and Latin vocal literature.

MUSC 127 Vocal Diction: Italian and Spanish (1) Augmentation of private voice study. Phonetics and diction for singers of Italian and Spanish vocal literature.

MUSC 128 Sight Reading For Pianists (2) Repeatable to 4 credits. A course to give the piano major an opportunity to develop proficiency in sight reading at the keyboard.

MUSC 129 Ensemble (1) Three hours of laboratory per week. Rehearsal and performance of selected works for small ensembles of instruments, piano, or small vocal groups. After two registrations in MUSC 129, the student will elect MUSC 229 for two additional semesters and MUSC 329 thereafter.

MUSC 130 Survey of Music Literature (3) Three hours of lecture and one hour of laboratory per week. Open to all students except music and music education majors. A study of the principles upon which music is based, and an introduction to the musical repertory performed in America today.

MUSC 140 Music Fundamentals I (3) Limited to non-music majors. Introductory theory course. Notation, scales, intervals, triads, rhythm, form, and basic aural skills.

MUSC 150 Theory of Music I (3) Prerequisite: departmental audition and entrance examination. For MUSC majors only. A study of basic concepts and skills in tonal melody and harmony through analysis and composition.

MUSC 151 Theory of Music II (3) Prerequisite: a grade of C or better in MUSC 150. A continuation of MUSC 150, including study of more advanced harmonic techniques of the eighteenth century, such as modulation and chromatic harmonies. Emphasis on sight singing, ear training, analysis, and compositional skills.

MUSC 155 Fundamentals for the Classroom Teacher (3) Open to students majoring in pre-early childhood education, pre-elementary education, elementary education, or childhood education; other students take MUSC 150. Credit will be granted for only one of the following: MUSC 150 or MUSC 155. The fundamentals of music theory and practice, related to the needs of the classroom and kindergarten teacher, and organized in accordance with the six-area concept of musical learning.

MUSC 200 Intermediate Class Voice I (2) Four hours of laboratory per week. Prerequisite: MUSC 100 or equivalent vocal training. Continuation of MUSC 100, with more advanced repertory for solo voice and small ensembles. A special section for music education majors will include the study of methods and materials for teaching class voice.

MUSC 202 Intermediate Class Piano I (2) Four hours of laboratory per week. Prerequisite: MUSC 103 or equivalent piano training. Advanced keyboard techniques. Continuation of skills introduced in MUSC 103. Transposition, modulation, and sight reading; methods of teaching functional piano.

MUSC 203 Intermediate Class Piano II (2) Four hours of laboratory per week. Prerequisite: MUSC 202 or equivalent piano training. Advanced keyboard techniques. Continuation of skills introduced in MUSC 202. Transposition, modulation, and sight reading; methods of teaching functional piano. Development of style in playing accompaniments and in playing for community singing. More advanced repertory.

MUSC 205 History of Rock Music, 1950 - Present (3) Two hours of lecture and one hour of discussion/recitation per week. A historical survey of rock music from about 1950 to the present, with emphases on pop music as music and pop music as social history.

MUSC 215 The Art of the Performer (3) A study of music as recreated and communicated by one or more performers through recital-lecture programs. The soloist, the ensemble performer, the conductor; style, technique, and interpretation; programming, listener, audience, and media. Presentations by Department of Music performance faculty, students, and, when possible, visiting artists. Open to non-music majors.

MUSC 217 Class Composition I (2) Prerequisite: MUSC 151 and permission of department. Principles of musical composition and their application to the smaller forms. Original writing in nineteenth and twentieth century musical idioms for various media.

MUSC 218 Class Composition II (2) Prerequisite: MUSC 217 and permission of department. Continuation of MUSC 217. May be repeated for credit, but only one successful attempt may be applied towards baccalaureate degree requirements.

MUSC 226 Vocal Diction: French (1) Augmentation of private voice study. Phonetics and diction for singers of French vocal literature.

MUSC 227 Vocal Diction: German (1) Augmentation of private study. Phonetics and diction for singers of German vocal literature.

MUSC 228 Accompanying For Pianist (2) Prerequisite: MUSC 228. Repeatable to 4 credits. A course to give the piano major experience in dealing with the problems of accompanying at an intermediate stage of difficulty. Guidance and instruction in class will be supplemented by extensive experience working as an accompanist in applied studios.

MUSC 229 Ensemble (1) Three hours of laboratory per week. Rehearsal and performance of selected works for small ensembles of instruments, piano, or small vocal groups. After two registrations in MUSC 129, the student will elect MUSC 229 for two additional semesters and MUSC 329 thereafter.

MUSC 230 History of Music I (3) Prerequisite: MUSC 250 or equivalent. A historical study of western music from Corelli through Beethoven.

MUSC 248 Selected Topics in Music (1-3) Prerequisite: permission of School of Music. A maximum of three credits may be applied to music major requirements. Repeatable to 6 credits if content differs. Designed to allow a student of theory or music history to pursue a specialized topic or project under the supervision of a faculty member.

MUSC 250 Advanced Theory of Music I (4) Prerequisite: MUSC 151 with a minimum grade of C. A continuation of MUSC 151, with further study of chromatic and modulatory techniques of the nineteenth century. Emphasis on sight singing, ear training, analysis, and compositional skills.

MUSC 251 Advanced Theory of Music II (4) Prerequisite: a grade of C or better in MUSC 250. A continuation of MUSC 250, concentrating on late nineteenth-century chromatic harmony and an introduction to twentieth-century melody and harmony. Emphasis on sight singing, ear training, analysis, and compositional skills.

MUSC 320 Epic as Song and Saga: Cross-Cultural Perspectives (3) Prerequisite: MUSC 130 or MUSC 140 or MUSC 210 or permission of department. An examination of oral epic traditions in selected diverse cultural settings. Universal themes and forms of expression are examined and compared through analysis of literary content, musical context, and modes of performance, as documented in texts and field-recorded oral performances.

MUSC 328 Chamber Music Performance for Pianists (2) Repeatable to 4 credits. A course to give the piano major experience in dealing with the problems of playing chamber music at a moderately difficult level. Class instruction will center around actual rehearsal and performance situations and will be supplemented by further experience working in chamber ensemble in applied studios.

MUSC 329 Ensemble (1) Three hours of laboratory per week. Rehearsal and performance of selected works for small ensembles of instruments, piano, or small vocal groups. After two registrations in MUSC 129, the student will elect MUSC 229 for two additional semesters and MUSC 329 thereafter.

MUSC 330 History of Music II (3) Prerequisite: MUSC 250 or equivalent. A historical study of western music from the Romantic era to the present.

MUSC 331 History of Music III (3) Prerequisite: MUSC 230 and MUSC 330. A historical study of western music from Antiquity through the Baroque, ending with a review of all periods of music history.

MUSC 339 Honors in Music (3) Prerequisite: permission of department. Co-requisite: MUSC 349. Repeatable to 6 credits. The production of one or more recitals or lecture-recitals; one or more compositions; or one or more honors theses in addition to regular degree requirements. Two semesters required.

MUSC 340 Music Literature Survey I (3) Prerequisite: MUSC 130 or equivalent. Limited to non-music majors. Masterpieces of the symphonic and operatic repertory including works selected from Bach, Mozart, Beethoven, Brahms, Wagner, Verdi, and Debussy.

MUSC 341 Music Literature Survey II (3) Prerequisite: MUSC 130 or equivalent. Limited to non-music majors. Specialized music repertory, including medieval, liturgical drama, Handel trio sonatas, Schubert Lieder, Bartok string quartets, electronic music.

MUSC 345 Jazz Theory and Improvisation I (3) Prerequisite: MUSC 251 or permission of department. Jazz theory, notational conventions, improvisation techniques, reading and analysis of music, and performance in small combo format.

MUSC 346 Jazz Theory and Improvisation II (3) Prerequisite: MUSC 345 or permission of department. Continuation of MUSC 345 including scoring and transcription.

MUSC 349 Honors Seminar in Music (1) Co-requisite: MUSC 339. Repeatable to 2 credits. Group discussion of projects undertaken in MUSC 339. Two semesters required.

MUSC 379 Opera Workshop (2) 10 hours of laboratory per week. Repeatable to 8 credits. Open to music and non-music majors (by audition). Operatic production and performance, performance techniques and coaching, stage direction, set design, costume design, and make-up. Repertory will include smaller operatic works, excerpts, or scenes.

MUSC 388 Music Internship (3) Prerequisite: permission of department. Co-requisite: MUSC 389. Repeatable to 6 credits. Pre-professional field work in music.

MUSC 389 Music Internship Analysis (1) Co-requisite: MUSC 388. Repeatable to 2 credits. Documentation and evaluation of field work experience.

MUSC 400 Music Pedagogy (3) Pre- or co-requisite: MUSC 418 or a more advanced course in applied music. Conference course. A study of major pedagogical treatises in music, and an evaluation of pedagogical techniques, materials, and procedures.

MUSC 405 Stage Combat for Singers (1) One hour of lecture and one hour of laboratory per week. Prerequisites: MUSC 123 and MUSC 611 or permission of Director of Opera. For MUSC majors only. Stage combat techniques for singers with emphasis on safety and aesthetics.

MUSC 428 Repertoire Coaching of Vocal or Chamber Music (2) Pre- or co-requisite: MUSC 328. A course for piano students who wish to go further than the work offered in MUSC 128, MUSC 228, and MUSC 328 by becoming specialists in the areas of vocal coaching or chamber music coaching. Elements of pedagogy, conducting, and responsible artistic decision-making for the entire musical production.

MUSC 429 Opera Theater (2-3) 10 hours of laboratory per week. Open to music and non-music majors with permission of department. Repeatable to 12 credits. Advanced techniques of operatic production; preparation, rehearsal, and performance of operatic works from both the traditional and contemporary repertory.

MUSC 436 Jazz: Then and Now (3) Major styles and influential artists of the past 75 years of jazz.

MUSC 439 Collegium Musicum (1) Prerequisite: permission of department. Repeatable to 5 credits. Open to undergraduates and graduates, music majors and non-majors. Procurement, edition, and performance of music not belonging to a standard repertory: early music, compositions for unusual performing media, works which demand reconstruction of their original circumstances of performance. Outcome of a semester's work may be one or more performances for the public.

MUSC 443 Solo Vocal Literature (3) Prerequisite: MUSC 330, MUSC 331 or equivalent. The study of solo vocal literature from the Baroque Cantata to the Art Song of the present. The Lied, Melodie, vocal chamber music, and the orchestral song are examined.

MUSC 445 Survey of the Opera (3) Prerequisite: MUSC 330, MUSC 331 or equivalent. A study of the music, librettos and composers of the standard operas.

MUSC 448 Selected Topics in Music (1-3) Prerequisite: permission of department. A maximum of three credits may be applied to music major requirements. 56 semester hours. Repeatable to 6 credits if content differs.

MUSC 450 Musical Form (3) Prerequisite: MUSC 251. A study of the principles of organization in music with emphasis on eighteenth and nineteenth century European music. Reading and analysis of scores exemplifying the musical forms.

MUSC 451 Analysis of Music (3) Prerequisite: MUSC 450 or permission of department. An advanced course in the analysis of tonal music. Discussion of individual works, with emphasis on their unique characteristics and on the relation of analysis to performance.

MUSC 452 Keyboard Harmony (2) Prerequisite: MUSC 251. Keyboard performance of musical score for vocal and instrumental ensembles and keyboard realization of basso continuo parts.

MUSC 455 Theory of Jazz (3) Prerequisite: MUSC 250 or permission of department. For MUSC majors only. An aural-theoretical examination of melodic and harmonic function in jazz with emphasis on bebop. "Layered" harmonic analysis combined with melodic analysis of solo transcriptions applied to the creation of small group arrangements of "standard" tunes.

MUSC 457 Electronic Music Composition (2) Prerequisite: MUSC 250 and permission of department. Theory and practice of electronic music, electronically-generated sound, and its modulation in the voltage-controlled studio.

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MUSC 460 Tonal Counterpoint I (2) Prerequisite: MUSC 251 or permission of department. A course in eighteenth-century contrapuntal techniques, analysis and original composition of two-voice dances, preludes, and inventions.

MUSC 461 Tonal Counterpoint II (2) Prerequisite: MUSC 460. A continuation of MUSC 460. Analysis and original composition of larger works displaying imitation in more than two voices, including the chorale prelude and fugue.

MUSC 467 Piano Pedagogy I (3) A study of major pedagogical treatises in music, and an evaluation of pedagogical techniques, materials, and procedures.

MUSC 468 Piano Pedagogy II (3) Prerequisite: MUSC 467. Repeatable to 6 credits. Application of the studies begun in MUSC 467 to the actual lesson situation. Evaluation of results.

MUSC 470 Harmonic and Contrapuntal Practices of the Twentieth Century (2) Prerequisite: MUSC 251 or equivalent. A theoretical and analytical study of twentieth century materials.

MUSC 471 Contemporary Compositional Techniques (2) Prerequisite: MUSC 470 or permission of department. Continuation of MUSC 470, with emphasis on the analysis of individual works written since 1945.

MUSC 480 Music in Antiquity and the Middle Ages (3) Survey of western music from Hellenic times to 1450.

MUSC 481 Music in the Renaissance (3) Survey of western music from 1450 to 1600.

MUSC 482 Music in the Baroque Era (3) Survey of western music from 1600 to 1750.

MUSC 483 Music in the Classic Era (3) Survey of western music from 1750 to 1820.

MUSC 484 Music in the Romantic Era (3) Survey of western music from 1820 to 1900.

MUSC 485 Music in the 20th Century (3) Survey of western music from 1900 to the present.

MUSC 486 Orchestration I (2) Prerequisite: MUSC 251. A study of the ranges, musical functions and technical characteristics of the instruments and their color possibilities in various combinations. Practical experience in orchestrating for small and large ensembles.

MUSC 490 Conducting (2) Prerequisite: MUSC 251. Vocal and instrumental baton techniques.

MUSC 491 Conducting II (2) Prerequisite: MUSC 490 or equivalent. Baton techniques applied to score reading, rehearsal techniques, tone production, style and interpretation.

MUSC 492 Keyboard Music I (3) The history and literature of harpsichord and solo piano music from its beginning to the romantic period. Emphasis is placed on those segments of repertory which are encountered in performance and teaching situations at the present time.

MUSC 493 Keyboard Music II (3) Prerequisite: MUSC 492. The history and literature of harpsichord and solo piano music from the Romantic period to the present. Emphasis is placed on those segments of repertory which are encountered in performance and teaching situations at the present time.

MUSC 494 Survey of Theory (3) Prerequisite: MUSC 251. A study of the major contributions of music theorists from Greek antiquity through the twentieth century.

MUSC 499 Independent Studies (2-3) Prerequisite: permission of department. May be repeated once for credit. Independent research on a topic chosen in consultation with the instructor, which may culminate in a paper or appropriate project.

MUSP — Music Performance

Undergraduate Music Performance Courses are available in three series:

Minor Series: 2-credits each course. Prerequisite: permission of department chairperson. Limited to music majors studying a secondary instrument and to non-music majors. Each course in the series must be taken in sequence. The initial election for all new students, both freshman and transfer, is 102. Transfer students are evaluated for higher placement after one semester of study. One-half hour private lesson per week plus assigned independent practice.

MUSP 102, 103 Freshman Courses.

MUSP 202, 203 Sophomore Courses.

MUSP 302, 303 Junior Courses.

MUSP 402, 403 Senior Courses.

Principal Series: 2 or 4 credits each course. Prerequisites: departmental audition, entrance examination, and permission of department chairperson. Limited to majors in music programs other than performance and composition. Each course in the series must be taken in sequence. The initial election for all new students, both freshman and transfer, is 109. Transfer students are evaluated for higher placement after one semester of study. One-hour private lesson per week plus assigned independent practice. Courses 109, 208, and 409 may be repeated once for credit, but only one successful attempt in each course may be applied towards baccalaureate degree requirements.

MUSP 109, 110, Freshman Courses.

MUSP 207, 208 Sophomore Courses.

MUSP 305, 306 Junior Courses.

MUSP 409, 410 Senior Courses. Recital required in MUSP 410.

Major Series: 2 or 4 credits each course. Prerequisites: departmental audition, entrance examination, and permission of department chairperson. Limited to majors in performance and composition. Each course in the series must be taken in sequence. The initial election for all new students, both freshman and transfer, is 119. Transfer students are evaluated for higher placement after one semester of study. One-hour private lesson per week plus assigned independent practice. Courses 119, 218, and 419 may be repeated once for credit, but only one successful attempt in each course may be applied towards baccalaureate degree requirements.

MUSP 119, 120 Freshman Courses.

MUSP 217, 218 Sophomore Courses.

MUSP 315, 316 Junior Courses.

MUSP 419, 420 Senior Courses. Recital required in MUSP 420. Instrument designation: each student taking a music performance course must indicate the instrument chosen by adding a suffix to the proper course number, such as: MUSP 102A music performance—piano. A—piano; B—voice; C—violin; D—viola; E—cello; F—bass; G—flute; H—oboe; I—clarinet; J—bassoon; K—saxophone; L—horn; M—trumpet; N—trombone; O—tuba; P—euphonium; Q—percussion; T—composition; U—world instruments; V—harp; W—electronic composition; X—hist inst - keyboard; Y—hist inst - strings; Z—hist inst - winds.

NFSC — Nutrition and Food Science

The following courses may involve the use of animals. Students who are concerned about the use of animals in teaching have the responsibility to contact the instructor, prior to course enrollment, to determine whether animals are to be used in the course, whether class exercises involving animals are optional or required and what alternatives, if any, are available.

NFSC 100 Elements of Nutrition (3) Formerly NUTR 100. Fundamentals of human nutrition. Nutrient requirements related to changing individual and family needs.

NFSC 112 Food: Science and Technology (3) Two hours of lecture and one hour of discussion/recitation per week. Introduction to the realm of food science, food technology and food processing. It provides an overview of the largest industry in the U.S. with emphasis on the science of food and the technology of food preservation from harvest through processing and packaging to distribution and consumer utilization.

NFSC 250 Science of Food (4) Three hours of lecture and three hours of laboratory per week. Prerequisites: NFSC 112; and CHEM 103; and CHEM 113; permission of department. For NFSC majors only. Formerly FOOD 250. Composition and structure of food with emphasis on chemical, physical, and biological properties, as well as quality characteristics of food products. Food preparation lab with emphasis on the experimental study of food.

NFSC 315 Nutrition During the Life Cycle (3) Prerequisite: NFSC 100 or NFSC 200. Formerly NUTR 315. A study of how development throughout life, including prenatal development, pregnancy, lactation, adolescence and aging, alter nutrient requirements. Students will apply this knowledge to the dietary needs and food choices of these different groups.

NFSC 335 History of Nutrition (3) Prerequisite: course in basic nutrition. Formerly NUTR 335. The development of knowledge in nutrition, including the biographies of creative nutrition researchers and the nature of the discovery process. The use of hypotheses to focus exploration and the testing and evaluation of important hypotheses in nutrition.

NFSC 350 Foodservice Operations (5) Three hours of lecture and five hours of laboratory per week. Prerequisite: NFSC 250. Pre- or co-requisite: MICB 200. Co-requisite: BMGT 364. For Dietetics majors only. Formerly FSAD 350. Introduction to management. Responsibilities in quantity food production and purchasing in a foodservice operation. Laboratory experience in planning, preparation, and service of meals which meet the nutritional needs of the consumer.

NFSC 380 Methods of Nutritional Assessment (3) Two hours of lecture and three hours of laboratory per week. Prerequisite: NFSC 315. Co-requisite: BCHM 461. For NFSC majors only. Methods of assessing human nutritional status of populations and individuals. These methods include dietary, anthropometric, clinical evaluations and biochemical measurements.

NFSC 388 Honors Thesis Research (3-6) Prerequisite: admission to AGNR Honors Program. Repeatable to 6 credits if content differs. Undergraduate honors thesis research conducted under the direction of an AGNR faculty member in partial fulfillment of the requirements of the College of AGNR Honors Program. The thesis will be defended to a faculty committee.

NFSC 398 Seminar (1) Formerly FDSC 398. Presentation and discussion of current literature and research in food science.

NFSC 399 Special Problems in Food Science (1-3) Formerly FDSC 399. Designed for advanced undergraduates. Specific problems in food science will be assigned.

NFSC 403 Medicinal and Poisonous Plants (2) Prerequisites: BIOL 105 and CHEM 104. A study of plants important to humans that have medicinal or poisonous properties. Emphasis on plant source, plant description, the active agent and its beneficial or detrimental physiological action and effects.

NFSC 412 Food Processing Technology (4) Three hours of lecture and three hours of laboratory per week. Prerequisites: CHEM 243; and NFSC 431; and NFSC 434; and ENBE 414. Co-requisites: NFSC 421 and NFSC 423. Recommended: MATH 220. Formerly FDSC 412. Provides in-depth study of the major industrial modes of food preservation. It integrates aspects of the biology, microbiology, biochemistry and engineering disciplines as they relate to food processing technology and food science.

NFSC 421 Food Chemistry (3) Prerequisite: BCHM 461. Formerly FDSC 421. Basic chemical and physical concepts are applied to the composition and properties of foods. Emphasis on the relationship of processing technology, to the keeping quality, nutritional value, and acceptability of foods.

NFSC 422 Food Product Research and Development (3) One hour of lecture and four hours of laboratory per week. Prerequisite: permission of department. Senior standing. For FDSC majors only. Formerly FDSC 422. A capstone course for FDSC majors. A study of the research and development of new food products. Application of food technology, engineering, safety and packaging are integrated by teams of students to develop a new food product from concept to pilot plant scale-up. Students will travel to nearby food processing plants on 2 to 4 Saturdays during the semester.

NFSC 423 Food Chemistry Laboratory (3) Four hours of laboratory per week. Pre- or co-requisite: NFSC 421. Formerly FDSC 423. Analysis of the major and minor constituents of food using chemical, physical and instrumental methods in concordance with current food industry and regulatory practices. Laboratory exercises coincide with lecture subjects in NFSC 421.

NFSC 425 International Nutrition (3) Prerequisite: course in basic nutrition. Formerly NUTR 425. Nutritional status of world population; consequences of malnutrition on health and mental development; and local, national, and international programs for nutritional improvement.

NFSC 430 Food Microbiology (2) Prerequisite: MICB 200 or equivalent. Also offered as ANSC 430. Credit will be granted for only one of the following: NFSC 430 or ANSC 430. Formerly FDSC 430. A study of microorganisms of major importance to the food industry with emphasis on food-borne outbreaks, public health significance, bio-processing of foods, disease control, and the microbial spoilage of foods.

NFSC 431 Food Quality Control (4) Three hours of lecture and two hours of laboratory per week. Formerly FDSC 431. Definition and organization of the quality control function in the food industry; preparation of specifications; statistical methods for acceptance sampling; in-plant and processed product inspection. Instrumental and sensory methods for evaluating sensory quality, identity and wholesomeness and their integration into grades and standards of quality. Statistical Process Control (SPC).

NFSC 434 Food Microbiology Laboratory (2) Four hours of laboratory per week. Pre- or co-requisite: NFSC 430. Also offered as ANSC 434. Credit will be granted for only one of the following: NFSC 434 or ANSC 434. Formerly FDSC 434. A study

of techniques and procedures used in the microbiological examination of foods.

NFSC 440 Advanced Human Nutrition (4) Four hours of lecture per week. Prerequisites: NFSC 100 or NFSC 200; and BCHM 462; and BSCI 440. Formerly NUTR 440. A critical study of physiologic, molecular and metabolic influences on utilization of carbohydrates, lipids, proteins, vitamins, macro- and micro-minerals, and nonnutritive components of food. Interactions of these nutrients and food components will be examined relative to maintaining health.

NFSC 442 Horticultural Products Processing (3) Two hours of lecture and two hours of laboratory per week. Formerly FDSC 442. Commercial methods of canning, freezing, dehydrating, fermenting, and chemical preservation of fruit and vegetable crops.

NFSC 450 Food and Nutrient Analysis (3) One hour of lecture and four hours of laboratory per week. Prerequisites: NFSC 100 or NFSC 200; and BCHM 461. Formerly NUTR 450. Methods and practices of the analysis of foods and nutrients. It provides an overview of the principles and basic mechanisms used in many of the analytical procedures commonly used in food and nutrition research. Emphasis will be placed on hands-on development of skills necessary to complete each analytical procedure; and on the accurate and concise description of the methodology and results from their application and on the regulations governing food analysis for nutritional labeling.

NFSC 460 Medical Nutrition Therapy (4) Three hours of lecture and two hours of laboratory per week. Prerequisites: NFSC 380 and NFSC 440. Formerly NUTR 460. Modifications of the normal adequate diet to meet human nutritional needs in acute and chronic diseases and metabolic disorders.

NFSC 467 The Computer and the Text: Hypermedia as Critical Express (3) Theory and practice of multimedia computing. Course analyzes the cultural impact of computing, studies computers as providing alternative forms of expression, and allows students to create projects in an interactive computer theater environment.

NFSC 468 Practicum in Nutrition (1-6) Prerequisite: permission of department. Repeatable to 6 credits. Formerly NUTR 468. Inservice training and practical experience in the application of the principles of normal and/or therapeutic nutrition in an approved community agency, clinical facility or nutrition research laboratory.

NFSC 470 Community Nutrition (3) Two hours of lecture and three hours of discussion/recitation per week. Prerequisites: NFSC 100 or NFSC 200; and NFSC 315. Formerly NUTR 470. Perspectives underlying the practice of nutrition services in community settings. Assessment of needs, program planning and evaluation. Programs and strategies to meet nutrition needs outside the acute care setting, such as nutrition education, food assistance. National nutrition policy and federal initiatives in nutrition will be examined. Students will be required to travel to local community nutrition sites during the semester.

NFSC 471 Meat and Meat Processing (3) Two hours of lecture and two hours of laboratory per week. Prerequisite: BCHM 261 or permission of department. Formerly FDSC 471. Physical and chemical characteristics of meat and meat products, meat processing, methods of testing and product development.

NFSC 482 Seafood Products Processing (3) Two hours of lecture and two hours of laboratory per week. Prerequisite: BCHM 261 or permission of department. Formerly FDSC 482. The principal preservation methods for commercial seafood products with particular reference to the invertebrates. Chemical and microbiological aspects of processing are emphasized.

NFSC 490 Special Problems in Nutrition (2-3) Prerequisites: NFSC 440 and permission of department. Formerly NUTR 490. Individually selected problems in the area of human nutrition.

NFSC 491 Issues and Problems in Dietetics (3) One hour of lecture and four hours of laboratory per week. Prerequisites: NFSC 350 and NFSC 470. Co-requisite: NFSC 460. For Dietetics majors only. Senior standing. A capstone course for dietetics majors. Students will integrate knowledge and theory of nutrition, food, management, psychology, and social behaviors necessary to support quality dietetic practice. Working in teams, students will participate in case studies, simulated situations and community projects. Individuals and groups will present cases as well as papers on published research.

NFSC 495 Nutrition Research (3) Eight hours of laboratory and one hour of discussion/recitation per week. Prerequisites: NFSC 440 and BCHM 462; and BIOM 301 or equivalent. Co-requisite: NFSC 450. For Nutritional Science majors only. Senior standing. Capstone course for nutritional sciences majors. Students will apply the theories and concepts of nutrition, life sciences and statistics that have been developed

in courses in the major. Provides a guided experience in the design, conduct, analysis and summary of a semester's research experience. Emphasis will be placed on the development of experimental design, statistical evaluation of the data generated by experiments, working cooperatively as a member of a research team and writing of a concise summary of experimental findings.

NFSC 498 Selected Topics (1-3) Prerequisite: permission of department. Repeatable to 6 credits if content differs. Selected current aspects of food.

NRMT — Natural Resources Management

NRMT 314 Biology and Management of Finfish (4) Two hours of lecture and six hours of laboratory per week. Prerequisite: one year of course work in Biological Sciences. Formerly AGRI 314. Fundamentals of individual and population dynamics; theory and practice of sampling fish populations; management schemes.

NRMT 388 Honors Thesis Research (3-6) Prerequisite: admission to AGNR Honors Program. Repeatable to 6 credits if content differs. Undergraduate honors thesis research conducted under the direction of an AGNR faculty member in partial fulfillment of the requirements of the College of AGNR Honors Program. The thesis will be defended to a faculty committee.

NRMT 389 Internship (3) Prerequisite: permission of department. Repeatable to 6 credits. Formerly AGRI 389. Students are placed in work experiences related to their stated career goals for a minimum of eight hours a week for a semester. Each student must do an in-depth study in some portion of the work experience and produce a special project and report related to this study. A student work log is also required. An evaluation from the external supervisor of the project will be required.

NRMT 450 Wetland Ecology (3) One hour of lecture and four hours of laboratory per week. Prerequisite: BIOM 301 or permission of department. Also offered as MEES 650. Credit will be granted for only one of the following: NRMT 450 or MEES 650. Plant and animal communities, biogeochemistry, and ecosystem properties of wetland systems. Laboratory emphasizes collection and analysis of field data on wetland vegetation, soil, and hydrology.

NRMT 451 Water Quality: Field and Lab Analysis Methods (3) Two hours of lecture and three hours of laboratory per week. Prerequisites: CHEM 103 and (CHEM 104 or CHEM 113). Also offered as ENBE 451. Credit will be granted for only one of the following: NRMT 451 or ENBE 451. Hands-on experience with techniques for assessing physical, chemical, and biological characteristics of surface waters, including streams, lakes, and wetlands. Emphasis is placed on understanding effects of water quality on ecosystem structure and function.

NRMT 460 Principles of Wildlife Management (3) Three hours of lecture per week. Three Saturday field trips are scheduled. Prerequisite: two semesters of laboratory biology. Ecological principles and requirements of wildlife as bases for management, and introduction to the scientific literature. Conflicts in wildlife management, government administration of wildlife resources, legislation, and history of the wildlife management profession.

NRMT 461 Urban Wildlife Management (3) Two lectures per week. Two Saturday field trips are scheduled. Ecology and management of wildlife in urban areas. For students in biological sciences, geography, landscape design, natural resources management, recreation and urban studies. Planning, design, and wildlife conservation in landscape ecology. Public attitudes, preferences, and values, reviews of private conservation organizations.

NRMT 470 Natural Resources Management (4) Senior standing. For NRMT majors only. Field work, and independent research on watersheds. Intensive seminar on resource management planning and report preparation.

NRMT 479 Tropical Ecology and Resource Management (1-6) Prerequisites: (BIOL 106) and (introductory economics course) and (permission of department). Repeatable to 10 credits if content differs. Tropical ecosystems and issues of human use and impact. Includes lectures which lead up to an off-campus trip in a tropical environment.

NRMT 487 Conservation of Natural Resources I (3) Formerly AEED 487. Designed primarily for teachers. Study of state's natural resources: soil, water, fisheries, wildlife, forests and minerals; natural resources problems and practices. Extensive field study. Concentration on subject matter. Taken concurrently with NRMT 497 in summer season.

NRMT 489 Field Experience (1-4) Prerequisite: permission of department. Repeatable to 6 credits. Formerly AEED 489. Planned field experience for both major and non-major students.

NRMT 497 Conservation of Natural Resources II (3) Formerly AEED 497. Designed primarily for teachers. Study of state's natural resources: soil, water, fisheries, wildlife, forests and minerals; natural resources problems and practices. Extensive field study. Methods of teaching conservation included. Taken concurrently with NRMT 487 in summer season.

NRMT 499 Special Problems (3) Prerequisite: permission of department. Repeatable to 6 credits if content differs.

NRSC — Natural Resource Sciences

NRSC 200 Fundamentals of Soil Science (4) Three hours of lecture and three hours of laboratory per week. Prerequisite: CHEM 103 or permission of department. Not open to students who have completed AGRO 202 or NRSC 200. Credit will be granted for only one of the following: AGRO 202 or NRSC 200. Formerly AGRO 202. Study and management of soils as natural bodies, media for plant growth, and ecosystem components. Morphology, composition, formation, and conservation of soils. Chemical, biological, and physical properties are discussed in relation to the production of plants, the functioning of hydrologic and nutrient cycles, the protection of environmental quality, and engineering uses of soils.

NRSC 201 Plant Structure and Function (4) Three hours of lecture and three hours of laboratory per week. Prerequisites: HORT 100 or AGRO 101, CHEM 103. Credit will be granted for only one of the following: HORT 201 or NRSC 201. Formerly HORT 201. A basic plant science course that studies the relationship between plant structure and function and how the environment influences changes in physiology to control higher plant growth and development.

NRSC 203 Plants, Genes, and Bio-diversity (3) Prerequisites: BSCI 103 and BSCI 105. Credit will be granted for only one of the following: NRSC 203 or HORT 274. Formerly HORT 274. An overview of the history, genetics, and reproductive mechanisms for agronomic and horticultural plants that examine mechanisms of genetic improvement ranging from traditional plant breeding to tissue culture and genetic engineering. Social and political issues such as germplasm preservation and international intellectual property rights will also be discussed.

NRSC 389 Internship (1-3) Prerequisite: permission of department. For NRSC HORT, AGRO, and LARC majors only. Formerly: AGRO 386/HORT 389. Junior standing. Repeatable to 6 credits if content differs. Credit will be given for practical work carried out at one or more horticultural, agronomic, landscape industries, botanical gardens, or arboreta under formally arranged internships.

NRSC 398 Seminar (1) One hour of lecture per week. Prerequisite: Senior standing for NRSC, HORT, AGRO, and LARC majors only. Formerly: AGRO/HORT 398. Senior standing. Oral presentation of the results of investigational work by reviewing recent scientific literature in the various phases of natural resource sciences, horticulture and agronomy.

NRSC 410 Principles of Plant Pathology (4) Three hours of lecture and three hours of laboratory per week. Prerequisites: CHEM 104 or CHEM 113, NRSC 201. Formerly: HORT 489 (Fall '97 and Fall '98). Not open to students who have completed PBIO 365. Credit will be granted for only one of the following: HORT 489 (if taken in Fall '97 or Fall '98) or NRSC 410. An introduction to the causal agents, nature and management of plant diseases with particular attention paid to economically important diseases of horticultural and agronomic crops.

NRSC 411 Principles of Soil Fertility (3) Prerequisite: NRSC or equivalent. Credit will be granted for only one of the following: AGRO 411 or NRSC 411. Formerly AGRO 411. Soil factors affecting plant growth and quality with emphasis on the bio-availability of mineral nutrients. The management of soil systems to enhance plant growth by means of crop rotations, microbial activities, and use of organic and inorganic amendments.

NRSC 413 Soil and Water Conservation (3) Prerequisite: NRSC 200. Credit will be granted for only one of the following: AGRO 413 or NRSC 200. Formerly AGRO 413. Importance and causes of soil erosion, methods of soil erosion control. Effects of conservation practices on soil physical properties and the plant root environment. Irrigation and drainage as related to water use and conservation.

NRSC 414 Soil Morphology Genesis and Classification (4) Three hours of lecture and three hours of laboratory per week. Prerequisite: NRSC 200 (formerly AGRO 202). Credit will be granted for only one of the following: AGRO 414 or NRSC 414. Formerly AGRO 414. Processes and factors of soil genesis. Taxonomy of soils of the world by U.S. System. Soil morphological characteristics, composition, classification, survey and field trips to examine and describe soils.

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NRSC 415 Soil Survey and Land Use (3) Two hours of lecture and three hours of laboratory per week. Prerequisite: NRSC 200 (formerly AGRO 202). Credit will be granted for only one of the following: AGRO 415 or NRSC 415. Formerly AGRO 415. Evaluation of soils in the uses of land and the environmental implications of soil utilization. Interpretation of soil information and soil surveys as applied to both agricultural and non-agricultural problems. Incorporation of soil data into legislation, environmental standards and land use plans.

NRSC 417 Soil Hydrology and Physics (3) Two hours of lecture and three hours of laboratory per week. Prerequisites: NRSC 200 (previously AGRO 202) and a course in physics; or permission of department. Credit will be granted for only one of the following: AGRO 417 or NRSC 417. Formerly AGRO 417. A study of soil water interactions: the hydrologic cycle; the unique properties of water and soil; the soil components and their interactions; the field water cycle; transport processes involving water, heat and solutes; human effects on soil and groundwater; as well as the measurement, prediction, and control of the physical processes taking place in and through the soil.

NRSC 421 Soil Chemistry (4) Three hours of lecture and three hours of laboratory per week. Prerequisite: NRSC 200. Credit will be granted for only one of the following: AGRO 421 or NRSC 421. Formerly AGRO 421. The chemistry and composition of mineral and organic colloids in soils, including ion exchange, oxidation-reduction, acidity, surface charge, and solution chemistry. Lectures and readings pertain to plant nutrition, waste disposal, and groundwater quality.

NRSC 423 Soil-Water Pollution (3) Prerequisites: NRSC 200 (formerly AGRO 202) and CHEM 104 or permission of department. Credit will be granted for only one of the following: AGRO 423 or NRSC 423. Formerly AGRO 423. Reaction and fate of pesticides, agricultural fertilizers, industrial and animal wastes in soil and water with emphasis on their relation to the environment.

NRSC 440 Crops, Soils and Civilization (3) Credit will be granted for only one of the following: AGRO 440 or NRSC 440. Formerly AGRO 440. Role and importance of crop and soil resources in the development of human civilization. History of crop and soil use and management as they relate to the persistence of ancient and modern cultures.

NRSC 441 Sustainable Agriculture (3) Credit will be granted for only one of the following: AGRO 441 or NRSC 441. Formerly AGRO 441. Environmental, social and economic needs for alternatives to the conventional, high-input farming systems which currently predominate in industrial countries. Strategies and practices that minimize the use of non-renewable resources.

NRSC 454 Environmental Issues in Plant and Soil Sciences (3) Credit will be granted for only one of the following: AGRO 454 or NRSC 454. Formerly AGRO 454. Effects of air pollutants such as ozone, sulfur dioxide, acid rain, etc., and soil pollutants such as toxic metals, pesticides, on the growth, productivity and quality of crops.

NRSC 484 Environmental Plant Physiology (3) Two hours of lecture and two hours of laboratory per week. Credit will be granted for only one of the following: NRSC 484 or AGRO 451. Formerly AGRO 451. An introduction to the basic physical and physiological principles necessary for understanding in the interactions between plants and their environment. The overall objective is to understand plant responses and adaptations to the environment and the ecological relevance of these responses.

PHIL — Philosophy

PHIL 100 Introduction to Philosophy (3) An introduction to the literature, problems, and methods of philosophy either through a study of some of the main figures in philosophic thought or through an examination of some of the central and recurring problems of philosophy.

PHIL 101 The Structure of Knowledge (3) Introduction to the literature, problems, and methods of philosophy through a study of problems concerning knowledge, belief, and evidence. The emphasis is on Western philosophy.

PHIL 102 Truth and Reality (3) Literature, problems, and methods of philosophy through study of questions about the nature of what exists, truth, and problems of knowledge. Emphasis on Western philosophy and science.

PHIL 103 Self and Identity (3) An introduction to the literature, problems, and methods of philosophy through a study of problems about the self and personal identity. The primary emphasis is on Western philosophy, science and literature.

PHIL 104 Action and Responsibility (3) Literature, problems, and methods of philosophy through a study of problems concerning actions, responsibility, and related topics in ethical theory. Emphasis on Western philosophy.

PHIL 105 God and Cosmos (3) Not open to students who have completed PHIL 236. Literature, problems, and methods of philosophy through a study of problems about God, self, and cosmos, and the relations among them. Emphasis on Western philosophy.

PHIL 110 Plato's Republic (3) Plato's Republic as a framework for examining philosophical issues pertaining to art, education, immortality, love, marriage, the mind, morality, the state, and the universe and our knowledge of it. The arguments Plato uses to support his views on these issues, his fusion of these views into a single comprehensive philosophy, and the influence of this philosophy on western thought and culture. Readings from other Platonic dialogues and from secondary material.

PHIL 140 Contemporary Moral Issues (3) The uses of philosophical analysis in thinking clearly about such widely debated moral issues as abortion, euthanasia, homosexuality, pornography, reverse discrimination, the death penalty, business ethics, sexual equality, and economic justice.

PHIL 143 Business Ethics (3) Introduction to ethical theories and theories of economic justice and their application to moral problems in business.

PHIL 170 Introduction to Logic (3) Development of analytical reasoning skills through study of formal logics, reasoning systems, and fallacious inference patterns.

PHIL 173 Logic and the English Language I (3) Basic techniques for analyzing deductive arguments. The uses of these techniques to illuminate the grammar and the logic of English sentences. The capacity of the English language to express logical distinctions. Exercises in analyzing the logical structure of published writings of varied style and content.

PHIL 174 Logic and the English Language II (3) Prerequisite: PHIL 173 or permission of department. Basic techniques of conceptual analysis and non-deductive reasoning examined against the capacity of the English language for exact expression. Exercises in critical analysis of published writings of varied style and content.

PHIL 201 Issues in the Philosophy of Life (3) Philosophical issues concerning what is desirable and what is admirable in human life. The emphasis is on Western philosophy and literature.

PHIL 206 Chinese Philosophy: Social and Political Thought (3) An introductory survey of Confucian philosophy and of other Chinese social and political philosophy from ancient times to the present day. The Chou Dynasty (1122-222 BC) and the many schools of thought produced during that period. The reemergence of Confucian philosophy in the Sung Dynasty (960-1279 AD) and developments down to the contemporary period. Contemporary thought in the context of earlier Chinese traditions.

PHIL 209 Philosophical Issues (3) Repeatable to 6 credits if content differs. An examination of selected philosophical issues of general interest.

PHIL 233 Philosophy in Literature (3) Reading and philosophical criticism of fiction, poetry, and drama, dealing with issues of moral, religious, and metaphysical significance.

PHIL 234 Fundamental Concepts of Judaism (3) Also offered as JWST 250. Not open to students who have completed JWST 250. Credit will be granted for only one of the following: PHIL 234 or JWST 250. A conceptual introduction to Judaism, analyzing its fundamental concepts from both analytical and historical perspectives. Discussion of "normative" Judaism as well as other conceptions of Judaism. Topics include: God, the Jewish people, authority, ethics, the sacred and the profane, particularism and universalism.

PHIL 235 Authority, Faith, and Reason in Judaism (3) Also offered as JWST 251. Not open to students who have completed JWST 251 or HEBR 298J. Credit will be granted for only one of the following: PHIL 235 or JWST 251. A broad survey of the concepts of authority, faith, and reason in Jewish tradition from the Bible to the modern period, and their interrelationships.

PHIL 236 Philosophy of Religion (3) A philosophical study of some of the main problems of religious thought: the nature of religious experience, the justification of religious belief, the conflicting claims of religion and science, and the relation between religion and morality.

PHIL 243 Philosophy of Rural Life (3) An examination of traditional and contemporary rural values and philosophies of life, with an emphasis on southern agrarian philosophies. Jefferson, Emerson, Thoreau, Populism, the Country Life Movement, the Vanderbilt Agrarians, and contemporary views.

PHIL 245 Political and Social Philosophy I (3) A critical examination of such classical political theories as those of Plato, Hobbes, Locke, Rousseau, Mill, Marx, and such

contemporary theories as those of Hayek, Rawls, and recent Marxist thinkers.

PHIL 250 Philosophy of Science I (3) Main issues in the philosophy of science. Special attention to the ways scientific developments have influenced the philosophy of science and how philosophy of science has influenced scientific progress. Case studies of selected historical episodes in which science and philosophy have interacted significantly, focusing on the physical, biological, or social sciences.

PHIL 256 Philosophy of Biology I (3) Issues in the discovery and justification of biological theories and models. Focus on cases from twentieth century biology, such as the genetic revolution or evolutionary theory.

PHIL 271 Symbolic Logic I (3) Formerly PHIL 371. The formal analysis of deductive reasoning providing familiarity with techniques of formal deduction in propositional logic and quantification theory, as well as some knowledge of basic concepts of formal semantics (truth tables, models).

PHIL 273 Logic for Philosophy (3) Major concepts underlying the modern formal logic development by Frege and Russell and their importance in contemporary philosophy.

PHIL 280 Introduction to Cognitive Science (3) The role of representation and reasoning in cognition considered from the differing perspectives of the cognitive-science disciplines: linguistics, philosophy, neuroscience, psychology and computer science.

PHIL 308 Studies in Contemporary Philosophy (3) Prerequisite: six hours in philosophy. Repeatable to 6 credits if content differs. Problems, issues, and points of view of current interest in philosophy.

PHIL 310 Ancient Philosophy (3) Prerequisite: six credits in philosophy or classics. A study of the origins and development of philosophy and science in ancient Greece, focusing on the pre-Socratics, Socrates, Plato, and Aristotle.

PHIL 320 Modern Philosophy (3) Prerequisite: six credits in philosophy. A study of major philosophical issues of the 16th, 17th, and 18th centuries through an examination of such philosophers as Descartes, Newton, Hume, and Kant.

PHIL 326 Twentieth Century Analytic Philosophy (3) Prerequisite: six credits in philosophy. Recommended: PHIL 320. A study of major issues in twentieth century analytic philosophy through an examination of such philosophers as Frege, Russell, Carnap, Moore, and Wittgenstein.

PHIL 328 Studies in the History of Philosophy (3) Prerequisite: six hours of philosophy. Repeatable to 6 credits if content differs. Problems, issues, and points of view in the history of philosophy.

PHIL 331 Philosophy of Art (3) Prerequisite: one course in philosophy or two courses in the creative arts. Concepts central to thought about art, including the concept of the fine arts both in its historical development and in its present problematic situation.

PHIL 332 Philosophy of Beauty (3) Prerequisites: two courses in philosophy, literature, or the arts. Philosophical theories, historical and contemporary, of beauty, sublimity, and other aesthetic qualities, of aesthetic experience, and of aesthetic judgment.

PHIL 334 Philosophy of Music (3) Prerequisite: one course in philosophy or music. The nature, meaning, and purpose of music. Analysis of the concepts of creativity, form, expression, and representation as they relate to music. Theories of music listening and of musical evaluation. Readings from philosophers, composers, critics, and psychologists.

PHIL 340 Making Decisions (3) Prerequisite: three credits in philosophy. An examination of various approaches to decision making in personal, professional, and public life. Conflict resolution, the logic of decision, moral aspects of decision making, and standard biases in judgment.

PHIL 341 Introduction to Ethical Theory (3) Prerequisite: one course in Philosophy. Not open to students who have completed PHIL 142. Formerly PHIL 142. A critical examination of classical and contemporary systems of ethics, such as those of Aristotle, Kant, Mill, and Rawls.

PHIL 342 Moral Problems in Medicine (3) Prerequisite: PHIL 100, PHIL 140, or permission of department. A critical examination of the moral dimensions of decision-making in health related contexts. Readings are drawn from philosophical, medical, and other sources.

PHIL 344 Persons (3) Prerequisite: one course in philosophy or permission of department. Demands of moral theories on the notion of a person regarding identity, consciousness, and freedom.

PHIL 346 Introduction to Virtue Ethics (3) Prerequisite: three hours in philosophy. Ethical traditions that stress virtue and the good life, rather than moral rules and obligations. Readings in such authors as Plato, Aristotle, the Stoics, Spinoza, and Nietzsche.

PHIL 360 Philosophy of Language (3) Prerequisite: PHIL 170, PHIL 173, or PHIL 271. An inquiry into the nature and function of language and other forms of symbolism.

PHIL 380 Philosophy of Psychology: Introduction (3) Prerequisite: one course in philosophy or permission of department. Not open to students who have completed PHIL 465. Formerly PHIL 465. Dualism, behaviorism, functionalism and basic ideas of the computational-representational theory of thought.

PHIL 385 Philosophy and Computers (3) Prerequisite: one course in logic or computer science or satisfaction of junior level English composition requirement or permission of department. Philosophical issues concerning computers. Non-quantitative treatment of major results in computation theory regarding absolute limits on computers. Fundamental problems concerning computers used as models of human intelligence.

PHIL 399 Senior Seminar (3) Prerequisites: 6 courses of PHIL and permission of department. Repeatable to 6 credits if content differs. Research in selected topics, with seminar presentation and group discussion.

PHIL 407 Gay and Lesbian Philosophy (3) An examination in historical and social context of personal, cultural, and political aspects of gay and lesbian life, paying particular attention to conceptual, ontological, epistemological, and social justice issues.

PHIL 408 Topics in Contemporary Philosophy (3) Prerequisite: PHIL 320. Repeatable if content differs. An intensive examination of contemporary problems and issues. Source material will be selected from recent books and articles.

PHIL 412 The Philosophy of Plato (3) Prerequisite: six credits in philosophy. A critical study of selected dialogues.

PHIL 414 The Philosophy of Aristotle (3) Prerequisite: six credits in philosophy. A critical study of selected portions of Aristotle's writings.

PHIL 416 Medieval Philosophy (3) Prerequisite: six credits in philosophy. A study of philosophical thought from the fourth to the fourteenth centuries. Readings selected from Christian, Islamic, and Jewish thinkers.

PHIL 417 The Golden Age of Jewish Philosophy (3) Prerequisite: 3 credits in philosophy or permission of department. Also offered as JWST 452. Not open to students who have completed JWST 452. Credit will be granted for only one of the following: PHIL 417 or JWST 452. Jewish philosophy from Maimonides in the 12th century to the expulsion of the Jews from Spain at the end of the 15th century. Topics include the limitations of human knowledge, creation of the world, foreknowledge and free will, and the existence of God.

PHIL 422 The British Empiricists (3) Prerequisite: six credits in philosophy. A critical study of selected writings on one or more of the British Empiricists.

PHIL 423 The Philosophy of Kant (3) Prerequisite: six credits in philosophy. A critical study of selected portions of Kant's writings.

PHIL 424 The Philosophy of Spinoza (3) Prerequisite: 6 credits in philosophy or permission of department. Also offered as JWST 453. Not open to students who have completed JWST 453. Credit will be granted for only one of the following: PHIL 424 or JWST 453. An investigation of the metaphysical, ethical and political thought of the 17th century philosopher Benedict Spinoza.

PHIL 425 Modern Jewish Philosophy (3) Prerequisite: 2 courses in philosophy or permission of department. Also offered as JWST 455. Not open to students who have completed JWST 455. Credit will be granted for only one of the following: JWST 455 or PHIL 425. A study of philosophy in the nineteenth century through an examination of such figures as Hegel, Marx, Kierkegaard, Nietzsche, and Mill.

PHIL 427 Wittgenstein (3) Prerequisites: two courses in philosophy or permission of department. The early and late works of Wittgenstein: atomism, logic, and the picture theory in the *Tractatus*; roles, meaning, criteria, and the nature of mental states in the *Philosophical Investigations* and other posthumous writings.

PHIL 428 Topics in the History of Philosophy (3) Prerequisites: PHIL 310 and PHIL 320; or permission of department. Repeatable if content differs.

PHIL 431 Aesthetic Theory (3) Prerequisite: six credits in philosophy or permission of department. Study of the theory of the aesthetic as a mode of apprehending the world and of the theory of criticism, its conceptual tools and intellectual presuppositions.

PHIL 433 Issues in Jewish Ethics and Law (3) Prerequisite: 3 credits in philosophy or Jewish studies (excluding Hebrew language), or permission of department. Also offered as JWST 451. Not open to students who have completed JWST 451 or HEBR 451. Credit will be granted for only one of the following: PHIL 433 or HEBR 451 or JWST 451. Philosophical and meta-legal questions concerning the nature of Jewish law and its relation to morality.

PHIL 438 Topics in Philosophical Theology (3) Prerequisite: PHIL 236 or consent of instructor. An examination of a basic issue discussed in theological writings, with readings drawn from both classical and contemporary theologians and philosophers. May be repeated to a maximum of six credits when the topics are different.

PHIL 440 Contemporary Ethical Theory (3) Prerequisite: PHIL 341. Contemporary problems having to do with the meaning of the principal concepts of ethics and with the nature of moral reasoning.

PHIL 441 History of Ethics: Hobbes to the Present (3) Prerequisite: one course in ethics. The history of ethical thought from the seventeenth century to the present, including such philosophers as Hobbes, Butler, Hume, Kant, Bentham, Mill, Bradley, Sidgwick, Moore, and Stevenson.

PHIL 442 Normative Ethical Theory (3) Prerequisite: PHIL 341. A consideration of some of the main normative ethical theories.

PHIL 445 Contemporary Political Philosophy (3) Prerequisite: three credits in philosophy or political theory or permission of department. Sophomore standing. Major trends in contemporary political philosophy: liberal, libertarian, communitarian, socialist, feminist.

PHIL 446 Law, Morality, and War (3) Prerequisite: GVPT 300, GVPT 401, PHIL 341, or permission of department. Also offered as GVPT 403. An exploration of fundamental moral and legal issues concerning war.

PHIL 447 Philosophy of Law (3) Prerequisite: one course in Philosophy. Examination of fundamental concepts related to law, e.g., legal systems, law and morality, justice, legal reasoning, responsibility.

PHIL 450 Scientific Thought I (3) Prerequisite: one course in philosophy or a major in science. The development of science, its philosophical interpretations and implications, and views of its methods, from the ancients through Newton and Leibniz.

PHIL 451 Scientific Thought II (3) Prerequisite: one course in philosophy or a major in science. The development of science, its philosophical interpretations and implications, and views of its methods, from the death of Newton to the early twentieth century.

PHIL 452 Philosophy of Physics (3) Prerequisite: three credits in philosophy or three credits in physics. Implications of 20th century physics for such problems as operationalism, the structure and purpose of scientific theories, the meaning of "probability", the basis of geometrical knowledge, the nature of space and time, the Copenhagen interpretation of quantum mechanics, the nature and limits of measurement. Emphasis on the interaction between physics and philosophy.

PHIL 453 Philosophy of Science II (3) Prerequisite: PHIL 250, an upper-level course in philosophy, or a major in science. A comprehensive survey of developments in the main problems of the philosophy of science from logical positivism to the present. The nature of theories, models, laws, and counterfactuals, testing, inductive logic, and confirmation theory, experimental methodology, measurement, explanation, concept formation, growth of scientific knowledge, and scientific realism.

PHIL 455 Philosophy of the Social Sciences (3) Prerequisite: PHIL 250, six hours in a social science, or permission of department. A consideration of philosophical issues arising in the social sciences, with particular emphasis on issues of practical methodological concern to social scientists.

PHIL 456 Philosophy of Biology II (3) Prerequisite: PHIL 250 or PHIL 256 or a Life Science major or permission of department. Questions about concepts, reasoning, explanation, etc., in biology, and their relations to those of other areas of science. Case studies of selected aspects of the history of biology, especially in the twentieth century.

PHIL 458 Topics in the Philosophy of Science (3) Prerequisite: PHIL 250 or permission of department; when the topic for a given semester demands, additional philosophical or scientific prerequisites may be required by the instructor. Repeatable to

6 credits if content differs. A detailed examination of a particular topic or problem in philosophy of science.

PHIL 461 Theory of Meaning (3) Prerequisite: six credits in philosophy. Theories about the meaning of linguistic expressions, including such topics as sense and reference, intentionality and necessity, and possible-world semantics, through an examination of such writers as Mill, Frege, Wittgenstein, Quine, and Kripke.

PHIL 462 Theory of Knowledge (3) Prerequisite: six credits in philosophy. Some central topics in the theory of knowledge, such as perception, memory, knowledge, and belief, skepticism, other minds, truth, and the problems of induction.

PHIL 464 Metaphysics (3) Prerequisite: six credits in philosophy. A study of some central metaphysical concepts such as substance, identity, relations, causality, and time, and of the nature of metaphysical thinking.

PHIL 466 Philosophy of Mind (3) Prerequisite: six credits in philosophy. An inquiry into the nature of mind through the analysis of such concepts as consciousness, thought, sensation, emotion, and desire. Consideration of mind-brain identity thesis.

PHIL 468 Topics in Philosophy of Language and Logic (3) Prerequisite: one course in symbolic logic or permission of department. Repeatable to 9 credits if content differs. Problems in philosophy of language and/or philosophy of logic.

PHIL 471 Symbolic Logic II (3) Prerequisite: PHIL 271 or permission of department. Axiomatic development of the propositional calculus and the first-order functional calculus, including the deduction theorem, independence of axioms, consistency, and completeness.

PHIL 472 Philosophy of Mathematics (3) Prerequisite: PHIL 271 or permission of department. A study of results in foundations of mathematics and of philosophical views of the nature of mathematics and of mathematical knowledge.

PHIL 474 Induction and Probability (3) Prerequisite: permission of department. A study of inferential forms, with emphasis on the logical structure underlying such inductive procedures as estimating and hypothesis-testing. Decision-theoretic rules relating to induction will be considered, as well as classic theories of probability and induction.

PHIL 480 Philosophy of Psychology: Knowledge and Reasoning (3) Prerequisite: PHIL 380 or graduate status or permission of department. Cognitive science approaches to traditional problems in epistemology: rationality, reliability, computational models of belief revision.

PHIL 481 Philosophy of Psychology: Representation (3) Prerequisite: PHIL 380 or graduate status or permission of department. Semantics and representations within computational framework: intentionality, explicit vs. implicit representation, syntax vs. semantics of thought, connectionist approaches, images, classical vs. prototype theories of concepts.

PHIL 482 Philosophy of Psychology: Subjectivity (3) Prerequisite: PHIL 380 or graduate status or permission of department. The nature of subjectivity: problems of "point of view," the "qualities" or "feel" of things, emotions, consciousness - whether these phenomena can be captured by a computational theory of mind.

PHIL 485 Philosophy of Neuroscience (3) Prerequisite: (PHIL 250, or PHIL 380, or PHIL 455, or PHIL 456) or permission of department. Philosophical and methodological issues relating to brain science, including: the place of neuroscience in cognitive science, the nature of mental representation and processing in brains, bounded-resonance models in neuroanatomy and neurophysiology.

PHIL 487 Computer Science for Cognitive Studies (3) Also offered as LING 487. Credit will be granted for only one of the following: PHIL 487 or LING 487. List processing and discrete mathematics. Preparation for the study of artificial intelligence and other mathematically oriented branches of cognitive studies. Intended for students of linguistics, philosophy, and psychology. LISP computer language, graphs and trees, the concept of computational complexity, search algorithms.

PHIL 488 Topics in Philosophy of Cognitive Studies (3) Prerequisite: one course in philosophy or permission of department. Repeatable to 9 credits if content differs. Examination of a particular topic or problem in philosophy of cognitive studies.

PHIL 498 Topical Investigations (1-3)

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PHYS — Physics

PHYS 101 Contemporary Physics - Revolutions in Physics (3) Prerequisite: high school algebra through algebra 2 with trigonometry; (or MATH 113 or MATH 115). Not open to students who have completed PHYS 111 or PHYS 112. For non-science students who are interested in the evolution of scientific thought and its present day significance. Historical, philosophic, experimental and theoretical aspects of physics are presented. Topics in mechanics, relativity, electricity and magnetism, and nuclear physics are covered.

PHYS 102 Physics of Music (3) Prerequisite: high school algebra. Credit not applicable towards the minimum requirements for a major in physics and astronomy. A study of the physical basis of sound, acoustical properties of sound, the human ear and voice, reproduction of sound, electronic music, acoustical properties of auditoriums, and other selected topics.

PHYS 103 Physics of Music Laboratory (1) Two hours of laboratory per week. Pre- or co-requisite: PHYS 102. Credit not applicable towards the minimum requirements for a major in physics and astronomy. Optional laboratory to accompany PHYS 102. Laboratory experiments, including the velocity of sound, sound quality and wave shape, traveling and standing waves, Fourier synthesis and analysis, musical synthesizer, psycho-acoustics, and audio equipment.

PHYS 104 How Things Work: Science Foundations (3) Prerequisite: High School Math. This is a course with a non-mathematical emphasis designed to study the basics of mechanical, electrical, and optical devices that are commonly found in the world around us. The general approach would be to look inside things to observe how they work.

PHYS 106 Light, Perception, Photography, and Visual Phenomena (3) Credit not applicable towards the minimum requirements for a major in physics and astronomy. Intended for the general student, this course will cover topics in optics which require minimal use of mathematics. Principles of optics, lenses, cameras, lasers and holography, physics of the eye, color vision and various visual phenomena such as rainbows.

PHYS 107 Light, Perception, Photography and Visual Phenomena Laboratory (1) Two hours of laboratory per week. Pre- or co-requisite: PHYS 106. Credit not applicable towards the minimum requirements for a major in physics and astronomy. Optional laboratory to accompany PHYS 106. Laboratory experiments include geometrical optics (lenses, cameras, eye), optical instruments (telescope, binoculars), photography, perception, color phenomena, and wave phenomena.

PHYS 111 Physics in the Modern World (3) The first semester of a survey course in general physics emphasizing the role that physics plays in science, technology, and society today. The course is concept oriented and minimal use of mathematics is made. Intended for the general student; does not satisfy the requirements of the professional schools.

PHYS 115 Inquiry into Physics (4) Five hours of laboratory per week. Recommended: High school physics. For Elementary Education, Early Childhood majors only. Not open to students who have completed PHYS 117. Credit will be granted for only one of the following: PHYS 115 or PHYS 117. Intended for students majoring in neither the physical nor the biological sciences. Use of laboratory-based and inquiry-based methods to study some of the basic ideas of physical sciences.

PHYS 117 Introduction to Physics (4) Three hours of lecture and two hours of laboratory per week. Prerequisite: qualification to enter MATH 110. Intended for students majoring in neither the physical nor biological sciences. A study of the development of some of the basic ideas of physical science.

PHYS 121 Fundamentals of Physics I (4) Three hours of lecture, two hours of laboratory, and one hour of discussion/recitation per week. Prerequisite: previous course work in trigonometry or MATH 115. The first part of a two-semester course in general physics treating the fields of mechanics, heat, sound, electricity, magnetism, optics, and modern physics. Together with PHYS 122, this generally satisfies the minimum requirement of medical and dental schools.

PHYS 122 Fundamentals of Physics II (4) Three hours of lecture, two hours of laboratory, and one hour of discussion/recitation per week. Prerequisite: PHYS 121 or equivalent. A continuation of PHYS 121, which together with it, generally satisfies the minimum requirement of medical and dental schools.

PHYS 141 Principles of Physics (4) Three hours of lecture, two hours of laboratory, and one hour of discussion/recitation per week. Co-requisite: MATH 141 or MATH 221. Credit will not be granted for PHYS 171 and PHYS 161 or PHYS 141 or former PHYS 191. The first of a two-semester series in general physics. The first semester covers the fields of mechanics, thermodynamics, and special relativity. This survey course will use calculus and is recommended for chemistry and

zoology majors. It also satisfies the requirements of medical and dental schools.

PHYS 142 Principles of Physics (4) Prerequisite: PHYS 141 or equivalent. Credit will be granted for only one of the following: PHYS 142, PHYS 262, PHYS 272, or former PHYS 192. A continuation of PHYS 141 covering waves, electricity and magnetism, optics and modern physics.

PHYS 161 General Physics: Mechanics and Particle Dynamics (3) Three hours of lecture and one hour of discussion/recitation per week. Pre- or co-requisite: MATH 141. Credit will not be granted for PHYS 171 and PHYS 161 or PHYS 141 or former PHYS 191. First semester of a three-semester calculus-based general physics course. Laws of motion, force, and energy; principles of mechanics, collisions, linear momentum, rotation, and gravitation.

PHYS 170 Professional Physics Seminar (1) Co-requisite: MATH 140. Recommended: high school physics. Provides a look at some of the major developments of current interest in physics research and discusses the activities physicists undertake in research, education, industry, government, and other areas of the economy.

PHYS 171 Introductory Physics: Mechanics and Relativity (3) Prerequisite: MATH 140 and a high school physics course or permission of department. Co-requisite: MATH 141. Credit will not be granted for PHYS 171 and PHYS 161 or PHYS 141 or former PHYS 191. First semester of a three semester sequence for physics majors and those desiring a rigorous preparation in the physical sciences: kinematics, Newton's laws, energy and work, linear and angular momenta, temperature and pressure, ideal gas law, and special relativity.

PHYS 174 Physics Laboratory Introduction (1) Three hours of laboratory per week. Co-requisite: MATH 140. Recommended: high school physics. Introduces students to the techniques of data gathering and analysis. This course will lay a foundation for higher-level labs in physics and the physical sciences. Students will learn to use laboratory equipment such as calipers, meters, oscilloscopes, and computer interfaces. Techniques of measurement and error analysis will be presented. Students will be taught to use the computer for data analysis with an emphasis on using spreadsheets.

PHYS 221 General Physics For Science Teachers I (4) Three hours of lecture, two hours of laboratory, and one hour of discussion/recitation per week. Prerequisite: a high school physics course. Pre- or co-requisite: MATH 140 or MATH 220. The first part of a two-semester sequence in physics, stressing physical insight, for prospective secondary school science and mathematics teachers.

PHYS 222 General Physics For Science Teachers II (4) Three hours of lecture, two hours of laboratory, and one hour of discussion/recitation per week. Prerequisite: PHYS 221. A continuation of PHYS 221.

PHYS 262 General Physics: Vibrations, Waves, Heat, Electricity and Magnetism (4) Three hours of lecture, three hours of laboratory, and one hour of discussion/recitation per week. Prerequisite: PHYS 161. Co-requisite: PHYS 262A. Credit will not be granted for PHYS 272 and PHYS 142 or former PHYS 192 or PHYS 262. Second semester of a three-semester calculus-based general physics course. Vibrations, waves, fluids; heat, kinetic theory, and thermodynamics; electrostatics, circuits, and magnetism. PHYS 262A is the lab for this course.

PHYS 263 General Physics: Electrodynamics, Light, Relativity and Modern Physics (4) Three hours of lecture, three hours of laboratory, and one hour of discussion/recitation per week. Prerequisite: PHYS 262. Co-requisite: PHYS 263A. Credit will not be granted for PHYS 273 and PHYS 263 or former PHYS 293. Third semester of a three-semester calculus-based general physics course. Electrodynamics, Maxwell's equations, and electromagnetic waves; geometrical optics; interference and diffractions; special theory of relativity; and modern physics. PHYS 263A is the lab for this course.

PHYS 272 Introductory Physics: Fields (3) Prerequisites: (PHYS 171 or PHYS 161) and MATH 141. Co-requisite: MATH 241. Credit will be granted for only one of the following: PHYS 272 or PHYS 262 or PHYS 142. Second semester of a calculus based general physics course. Universal gravitation, electric and magnetic fields and potentials, simple circuits, Maxwell's equations in integral form. Continues the application of mathematics to conceptual models, now with more abstract components.

PHYS 273 Introductory Physics: Waves (3) Prerequisites: PHYS 272, and MATH 241. Co-requisites: MATH 246 or MATH 414. Credit will be granted for only one of the following: PHYS 273 or PHYS 263. Oscillations and AC circuits using complex variables, Fourier series and integrals, waves on strings, sound; electromagnetic waves from Maxwell's equations in differential form; physical optics.

PHYS 275 Experimental Physics I: Mechanics, Heat and Fields (2) One hour of lecture and three hours of laboratory per week. Prerequisites: (PHYS 171 or PHYS 161) and PHYS 174. Co-requisite: PHYS 272. Methods and rationale of experimental physics. Intended for physics majors and science and engineering students who desire a more rigorous approach. Experiments chosen from the areas of mechanics (from PHYS 171), gas laws, heat, and static electromagnetic fields. Theory and applications of error analysis.

PHYS 276 Experimental Physics II: Electricity and Magnetism (2) Four hours of laboratory per week. Prerequisites: PHYS 272 and PHYS 275. Credit will be granted for only one of the following: PHYS 276 or former PHYS 295. Second course in the three semester introductory sequence. Methods and rationale of experimental physics. Experiments chosen from the fields of electricity and magnetism including electrostatics, magnetostatics, magnetic induction, AC circuits.

PHYS 299 Special Problems in Physics (1-6) Prerequisite: permission of department. May be taken no more than twice. Maximum of eight credits applicable to B.S. degree program. Research or special study to complement courses taken elsewhere which are not fully equivalent to those in departmental requirements. Credit according to work done.

PHYS 301 Intermediate Theoretical Physics (3) Prerequisite: PHYS 142 and MATH 241. Students interested should seek advice of department before enrolling. Intended for those not yet prepared for PHYS 410. Selected topics in mechanics, electricity and magnetism.

PHYS 305 Physics Shop Techniques (1) Three hours of laboratory per week. Prerequisite: PHYS 405 or permission of department. Machine tools, design and construction of laboratory equipment.

PHYS 318 Topics in Contemporary Physics (3) Prerequisite: PHYS 122 and/or PHYS 112 or permission of department. A survey of topics of current research and public interest. Intended for the non-physics or non-science major. Topics covered will include lasers, quantum liquids, cosmology, elementary particles and geophysics.

PHYS 374 Intermediate Theoretical Methods (4) Three hours of lecture and one hour of discussion/recitation per week. Prerequisites: PHYS 273 and MATH 246. Co-requisite: MATH 240. Introduces or reviews areas of mathematics that are regularly used in upper level and graduate courses in physics, including important areas from complex variables, Fourier analysis, partial differential equations and eigenvalue problems. These methods will be studied in the context of relevant physics applications. A current standard symbolic manipulation program will be introduced and its appropriate use in theoretical analyses will be taught.

PHYS 375 Experimental Physics III: Electromagnetic Waves, Optics and Modern Physics (3) Six hours of laboratory per week. Prerequisites: PHYS 273 and PHYS 276. Credit will be granted for only one of the following: PHYS 375 or former PHYS 296. Third course in the three-semester introductory sequence. Methods and rationale of experimental physics. Experiments chosen from the areas of electromagnetic waves, optics and modern physics.

PHYS 389 Undergraduate Thesis Research (1-6) Prerequisite: permission of department. For PHYS majors only. Repeatable to 6 credits. Independent directed research and study on a topic selected by the student in consultation with his or her advisor. Final written thesis and oral defense will be expected.

PHYS 398 Independent Studies Seminar (1-16) Credit according to work done. Enrollment is limited to students admitted to the independent studies program in physics.

PHYS 399 Special Problems in Physics (1-3) Two hours laboratory work per week for each credit. Prerequisite: PHYS 395 and permission of department. One to three credits may be taken concurrently each semester. Selected advanced experiments. (Will be given with sufficient demand.)

PHYS 401 Quantum Physics I (4) Prerequisite: PHYS 273. Co-requisites: PHYS 374 and MATH 240. Credit will be granted for only one of the following: PHYS 401 or PHYS 420 or former PHYS 421. Formerly PHYS 421. Introduces some quantum phenomena leading to wave-particle duality. Schrodinger theory for bound states and scattering in one dimension. One-particle Schrodinger equation and the hydrogen atom.

PHYS 402 Quantum Physics II (4) Prerequisites: PHYS 401, PHYS 374, and MATH 240. Credit will be granted for only one of the following: PHYS 402 or former PHYS 422. Formerly PHYS 422. Quantum states as vectors; spin and spectroscopy, multi-particle systems, the periodic table, perturbation theory, band structure, etc.

PHYS 404 Introduction to Statistical Thermodynamics (3) Prerequisites: PHYS 273 or equivalent, and MATH 241. Credit will be granted for only one of the following: PHYS 404 or

former PHYS 414. Formerly PHYS 414. Introduction to basic concepts in thermodynamics and statistical mechanics.

PHYS 405 Advanced Experiments (3) Prerequisite: PHYS 375. For PHYS majors only. Formerly PHYS 395. Advanced laboratory techniques. Selected experiments from many fields of modern physics. Emphasis on self-study of the phenomena, data analysis, and presentation in report form.

PHYS 406 Optics (3) Prerequisites: (PHYS 263 or PHYS 273 or PHYS 301); and MATH 240. Geometrical optics, optical instruments, wave motion, interference and diffraction, and other phenomena in physical optics.

PHYS 410 Classical Mechanics (4) Prerequisite: PHYS 374. Theoretical foundations of mechanics with extensive application of the methods. Various mathematical tools of theoretical physics.

PHYS 411 Intermediate Electricity and Magnetism (4) Prerequisite: PHYS 374. Foundations of electromagnetic theory, with extensive applications of the methods. Thorough treatment of wave properties of solutions of Maxwell's equations.

PHYS 420 Principles of Modern Physics (3) Prerequisites: (PHYS 263 or PHYS 273 or PHYS 301); and MATH 241. Credit will be granted for only one of the following: PHYS 420 or PHYS 421. A survey of atomic and nuclear phenomena and the main trends in modern physics. Appropriate for students in engineering and other physical sciences.

PHYS 426 Mathematica for Scientists and Engineers (3) Prerequisites: (PHYS 263 or PHYS 273) and MATH 241. Provides a working knowledge of the powerful symbolic, numerical, and graphical tools provided by Mathematica for problem solving in science and engineering, and the ability to use functional programming, pattern matching, and rule sets for symbolic and numerical computations. Intended for science and engineering students who are currently taking advanced undergraduate or graduate courses in their field.

PHYS 428 Physics Capstone Research (2-4) Prerequisite: permission of instructor. Senior standing. For PHYS majors only. Repeatable to 4 credits. Individual, focused research under the guidance of a faculty member. Discussion, presentations and, if appropriate, research group projects involved. Student must submit final research paper for completion of course. Paper may also serve as thesis required for High Honors in Physics. Not intended as a general "reading course" (see PHYS 499).

PHYS 429 Atomic and Nuclear Physics Laboratory (3) Prerequisite: PHYS 405. Classical experiments in atomic physics and more sophisticated experiments in current techniques in nuclear physics.

PHYS 431 Properties of Matter (3) Prerequisites: PHYS 411 and (PHYS 401 or PHYS 420). Introduction to solid state physics. Electro-magnetic, thermal, and elastic properties of metals, semiconductors, insulators and superconductors.

PHYS 441 Nuclear Physics (3) Prerequisite: PHYS 411 and (PHYS 401 or PHYS 420). An introduction to nuclear physics at the pre-quantum-mechanics level. Properties of nuclei; radioactivity; nuclear systematics; nuclear moment; the Shell model, interaction of charged particles and gamma rays with matter; nuclear detectors; accelerators; nuclear reactions; beta decay; high energy phenomena.

PHYS 451 Introduction to Elementary Particles (3) Prerequisite: PHYS 402. Properties of elementary particles, production and detection of particles, relativistic kinematics, invariance principles and conservation laws.

PHYS 461 Introduction to Fluid Dynamics (3) Prerequisite: PHYS 263 or PHYS 273; and MATH 240. Kinematics of fluid flow, properties of incompressible fluids, complex variable methods of analysis, wave motions.

PHYS 463 Introduction to Plasma Physics (3) Prerequisite: PHYS 411 or ENEE 380. Students without the electricity and magnetism prerequisite, but having a familiarity with Maxwell's equations, should check with the instructor. Orbit theory, magneto-hydrodynamics, plasma heating and stability, waves and transport processes.

PHYS 465 Modern Optics (3) Prerequisites: PHYS 410 and PHYS 411 and (PHYS 401 or PHYS 420). Designed for students with a background in fundamental optics. Topics in modern optics such as coherence, holography, principles of laser action, electron optics, and non-linear optics.

PHYS 483 Biophysics and Theoretical Biology (3) Designed for advanced and mature students who may have only minimal knowledge of biological processes but are well grounded in physics. Areas in bio-science where physics, biophysical chemistry, and mathematical analysis fuse to provide definition for biologic statics and dynamics.

PHYS 485 Electronic Circuits (4) Two hours of lecture and four hours of laboratory per week. Prerequisite: PHYS 405. Co-requisite: PHYS 301 or PHYS 374. Theory and application to experimental physics of modern semiconductor analog and digital circuits. Emphasis on understanding passive and active elements in practical circuits. Topics span the range from simple transistor circuits to microcomputers.

PHYS 487 Particle Accelerators, Physical and Engineering Principles (3) Prerequisites: PHYS 410 and PHYS 411; and (PHYS 401 or PHYS 420). Sources of charged particles; methods of acceleration and focusing of electron and ion beams in electromagnetic fields; basic theory, design, and engineering principles of particle accelerators.

PHYS 490 History of Modern Physics (3) Prerequisite: PHYS 401 or PHYS 420. Primarily for senior physics majors and first year graduate students. A survey of major discoveries and trends in 20th century physics, including the relations of physics to other sciences, philosophy of science, technology and society.

PHYS 499 Special Problems in Physics (1-16) For PHYS majors only. Research or special study. Credit according to work done.

PORT — Portuguese

PORT 101 Elementary Portuguese (4) One hour of laboratory and four hours of discussion/recitation per week. Introduction to basic structures, with emphasis upon audio-lingual skills. Leads to PORT 102.

PORT 102 Elementary Portuguese (4) One hour of laboratory and four hours of discussion/recitation per week. Prerequisite: PORT 101. Completion of basic structures with increasing emphasis upon reading skill, reinforced by conversation.

PORT 203 Intermediate Portuguese (4) One hour of laboratory and four hours of discussion/recitation per week. Prerequisite: PORT 102. Extensive reading, conversation and composition.

PORT 205 Intermediate Conversation (3) Prerequisite: PORT 203 or permission of department. Development of oral skills in Portuguese. Intensive conversation on contemporary issues.

PORT 223 Portuguese Culture (3) Political, social, intellectual, and literary forces shaping culture of contemporary Portugal from the formation of the country to the present. In English.

PORT 224 Brazilian Culture (3) Pluralistic formation of Brazilian culture, based on European, African and Indian contributions. Lectures, discussions, slides, video, and film presentations. In English.

PORT 225 The Cultures of Portuguese-Speaking Africa (3) Cultures of the Portuguese speaking countries of Angola, Cape Verde, Sao Tome e Principe, Guinea-Bissau and Mozambique. Special attention to the development of national cultures in multicultural societies and to the role of women. Conducted in English.

PORT 228 Selected Topics in Latin American Literature and Society (3-6) Repeatable to 6 credits if content differs. Also offered as SPAN 228. Credit will be granted for only one of the following: PORT 228 or SPAN 228. Variable cultural studies topics on literature and society in contemporary Latin America.

PORT 231 Introduction to the Literatures of the Portuguese Language (3) Prerequisite: PORT 205 or permission of department. Combines studies of Brazilian and Portuguese literatures, along with the examination of literary trends, concepts and terms to texts and excerpts of longer works, chosen for their cultural, historical and stylistic interest. Taught in Portuguese.

PORT 234 Issues in Latin American Studies I (3) Two hours of lecture and one hour of discussion/recitation per week. Also offered as SPAN 234 and LASC 234. Credit will be granted for only one of the following: PORT 234 or SPAN 234 or LASC 234. Interdisciplinary study of major issues in Latin America and the Caribbean, including Latin America's cultural mosaic, migration and urbanization, Democratization and the role of religions.

PORT 235 Issues in Latin American Studies II (3) Two hours of lecture and one hour of discussion/recitation per week. Also offered as SPAN 235 and LASC 235. Credit will be granted for only one of the following: PORT 235 or SPAN 235 or LASC 235. Major issues shaping Latin American and Caribbean societies including the changing constructions of race, ethnicity, gender and class as well as expressions of popular cultures and revolutionary practices. A continuation of PORT/LASC/SPAN 234, but completion of 234 is not a prerequisite.

PORT 311 Advanced Grammar and Composition (3) Prerequisite: PORT 205. Advanced aspects of contemporary grammatical usage. Techniques of writing compositions, descriptions, and commercial and personal letters.

PORT 320 Survey of Portuguese Literature (3) Prerequisite: PORT 220. Portuguese poetry, fiction and drama from the twelfth century to the present.

PORT 321 Survey of Brazilian Literature (3) Prerequisite: PORT 221. Selected literary texts from the period of formation through nineteenth century romanticism to twentieth century.

PORT 322 African Literature of Portuguese Expression (3) Prerequisite: PORT 203. Recommended: PORT 205 and PORT 225. Representative literary texts (poetry, essay and fiction) from the African nations of Angola, Mozambique, Cape Verde, Guinea-Bissau and Sao Tome e Principe including discussion of acculturated literary discourse, role of literature in the development of national consciousness and use of oral tradition.

PORT 350 History of the Portuguese Language (3) Prerequisite: (PORT 220 or PORT 221) or permission of department. Evolution of the Portuguese language from its formation to present days; differences between Continental, African and Brazilian usages.

PORT 378 Brazilian Cinema (in Translation) (3) Junior standing. The study of Brazilian film from the late 1950s to the present with a special view to the relationship between cinema and social changes. Taught in English.

PORT 399 Independent Study in Portuguese (1-3) Prerequisite: permission of department. Repeatable to 3 credits. Specific readings in literature under the supervision of a faculty member of the department.

PORT 405 Portuguese for Spanish Speakers (3) Formerly PORT 121. Intensive basic grammar, reading and auditory comprehension. Native or acquired fluency in Spanish required.

PORT 408 Special Topics in Portuguese Literature (3) Prerequisite: PORT 221. Repeatable to 6 credits if content differs. Major themes and literary developments from the late 18th century to the present.

PORT 409 Special Topics in Brazilian Literature (3-6) Major themes and literary development from the late eighteenth century to the present. Specific topic to be announced each time the course is offered.

PORT 422 Cross-Cultural Approaches to Contemporary Luso-Brazilian Societies (3) Prerequisites: (PORT 205 or permission of department) and (PORT 223 or PORT 224 or PORT 225). Analysis of cross-cultural interactions in international business in contemporary Luso-Brazilian societies.

PORT 470 Modernism in Brazilian Prose Fiction (3) Prerequisite: permission of department. Prose of the Modernist movement in Brazil from 1922, including literary, sociological and historical dimensions.

PORT 476 Africa in Brazil (3) Junior standing. Not open to students who have completed PORT 478A. Cultural expressions resulting from the African presence in Brazil from the sixteenth century to the present, including literature, oral traditions, religion, music, dance, and food.

PORT 478 Themes and Movements of Luso-Brazilian Literature in Translation (3) Repeatable to 6 credits if content differs. A study of specific themes and movements either in Portuguese or Brazilian literature, as announced. Designed for students for whom the literatures would be inaccessible in Portuguese.

PORT 480 Machado de Assis (3) Prerequisite: permission of department. Fiction of Machado de Assis covering his romantic and realistic periods.

PSYC — Psychology

The following courses may involve the use of animals. Students who are concerned about the use of animals in teaching have the responsibility to contact the instructor, prior to course enrollment, to determine whether animals are to be used in the course, whether class exercises involving animals are optional or required and what alternatives, if any, are available.

The Department of Psychology enforces prerequisites. Students who do not meet course prerequisites will be administratively dropped from the course.

PSYC 100 Introduction to Psychology (3) A basic introductory course, intended to bring the student into contact with the major problems confronting psychology and the more important attempts at their solution.

PSYC 108 Honors Seminar (3)

PSYC 200 Statistical Methods in Psychology (3) Prerequisite: PSYC 100; and MATH 111 or MATH 140 or MATH 220. A basic introduction to quantitative methods used in psychological research.

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PSYC 206 Developmental Bio-psychology (3) Prerequisite: PSYC 100. Biological basis of behavioral development in relation to genetic, constitutional, anatomical, physiological, and environmental factors. Emphasis upon both phylogenetic and ontogenetic research findings in biological psychology.

PSYC 221 Social Psychology (3) Prerequisite: PSYC 100. The influence of social factors on the individual and on interpersonal behavior. Includes topics such as conformity, attitude change, person perception, interpersonal attraction, and group behavior.

PSYC 235 Psychology of Adjustment (3) Prerequisite: PSYC 100. Theory and research on the psychology of personal adjustment in everyday life, with an emphasis on self-concept, emotions, self-control, interpersonal relations, and stress.

PSYC 301 Biological Basis of Behavior (3) Prerequisites: BSCI 105 and PSYC 100. An introduction to the anatomical structures and physiological processes that determine behavior. After a study of the basic functioning of the nervous system, the course will examine the acquisition and processing of sensory information, the neural control of movement, and the biological bases of complex behaviors such as sleep, learning, memory, sex, language, and addiction.

PSYC 309 Special Topics in Psychology (3) Prerequisite: PSYC 100. Repeatable to 6 credits if content differs. Topics of current interest which represent extensions of or additions to topics covered in more general topical courses.

PSYC 310 Perception (3) Prerequisite: PSYC 100 or permission of department. Not open to students who have completed PSYC 410. A survey of phenomena and theories of perception including psychological, anatomical, physiological, and environmental factors important in determining how we perceive the world. Historical background will be examined as well as contemporary research.

PSYC 332 Psychology of Human Sexuality (3) Prerequisite: PSYC 100. A survey of historical and contemporary psychological views on a wide variety of sexual behaviors; theory and research bearing on the relationship between life span psychological development, psychological functioning, interpersonal processes and sexual behaviors; political and social issues involved in current sexual norms and practices.

PSYC 334 Psychology of Interpersonal Relationships (3) Prerequisite: PSYC 100. Research, theory and their practical applications pertaining to the development, maintenance and dissolution of human relationships. Processes critical to successful relating (e.g., communication, bargaining, conflict resolution), and issues associated with troubled dyadic relations with equal partners (e.g., jealousy, spouse abuse, divorce).

PSYC 336 Psychology of Women (3) Prerequisite: PSYC 100. Also offered as WMST 336. Credit will be granted for only one of the following: PSYC 336 or WMST 336. A survey of the biology, life span development, socialization, personality, mental health, and special issues of women.

PSYC 337 Introduction to Community Psychology (3) Prerequisite: PSYC 100. Survey and critical examination of the effects of social process and social structure in community life on individual mental health. Includes theoretical models in community psychology.

PSYC 341 Introduction to Memory and Cognition (3) Prerequisite: PSYC 100. An introduction to the basic models, methods of research, and findings in memory, problem-solving, and language and their applications.

PSYC 353 Adult Psychopathology (3) Prerequisite: PSYC 100. Credit will be granted for only one of the following: PSYC 353 and PSYC 331 or PSYC 431. The nature, diagnosis, etiology, and treatment of mental disorders among adults.

PSYC 354 Cross-Cultural Psychology (3) Prerequisite: PSYC 100 plus 3 credits in psychology or permission of department. Cultural components in theory and research in personality, social, and community psychology. Interplay of individual, ethnic, and cultural factors in psychosocial growth and well-being, cross-cultural and cross-ethnic communication, and counseling and psychotherapeutic interactions.

PSYC 355 Child Psychology (3) Prerequisite: PSYC 100. Not open to students who have completed PSYC 333. Survey of research and theory of psychological development from conception through childhood, stressing physiological, conceptual and behavioral changes, and the social and biological context in which individuals develop.

PSYC 356 Psychology of Adolescence (3) Prerequisite: PSYC 355 or permission of department. A description of adolescent development based on research and theory interrelating psychological, intellectual, and social changes during the teen years and the systems dealing with those changes.

PSYC 357 Psychology of Adulthood and Aging (3) Prerequisite: PSYC 100. Theory, research, and implications of developmental stability and change in physiological, intellectual, and interpersonal functioning in the social context from early adulthood through the aging years.

PSYC 361 Survey of Industrial and Organizational Psychology (3) Prerequisite: PSYC 100. A general survey of the field of industrial organizational psychology including such topics as organizational entry (recruitment, selection, training, socialization), organizational psychology (motivation, leadership, job attitudes), and productivity in the work place (performance appraisal, absenteeism, turnover). The role that the larger environment plays in influencing work behaviors and work attitudes.

PSYC 401 Biological Bases of Behavior Laboratory (4) Two hours of lecture and four hours of laboratory per week. Prerequisites: BIOL 105; and PSYC 200; and PSYC 301 or equivalent; and permission of department. Restricted to PSYC majors who have completed 85 credits. A laboratory course to introduce students to some of the basic physiological and anatomical techniques of contemporary neuroscience. Exercises look at specific neurons or groups of neurons and how they control such simple behaviors as swimming, prey capture, and species recognition. The lab exercises use living invertebrates and cold-blooded vertebrates.

PSYC 402 Physiological Psychology (3) Prerequisite: PSYC 206 or PSYC 301. Credit will be granted for only one of the following: PSYC 402. Research on the physiological basis of human behavior, including considerations of sensory phenomena, motor coordination, emotion, drives, and the neurological basis of learning.

PSYC 403 Animal Behavior (3) Prerequisite: PSYC 206 or PSYC 301. Social interactions, learning, sensory processes, motivation, and experimental methods, with a major emphasis on mammals.

PSYC 404 Introduction to Behavioral Pharmacology (3) Prerequisites: PSYC 200 and (PSYC 206 or PSYC 301 or PSYC 400). Theoretical viewpoints on the interaction of drugs and behavior. Basic principles of pharmacology, the effects of drugs on various behaviors, experimental analysis of drug dependence and abuse, and neuropharmacology and behavior.

PSYC 410 Experimental Psychology: Sensory Processes I (4) Three hours of lecture and two hours of laboratory per week. Prerequisites: PSYC 200; and completion of the English, math and science supporting course sequence. A student who has completed PSYC 310 must have permission of department in order to register for PSYC 410. Restricted to PSYC majors who have completed 85 credits and permission of instructor. A systematic survey of the content, models, and methodology of sensory and perceptual research.

PSYC 415 History of Psychology (3) Prerequisite: twelve credits in psychology including PSYC 200 or permission of department. Origins of psychology in philosophy and biology, and the development of psychology as a science in the nineteenth and twentieth centuries. Consideration of current theoretical perspectives and experiments in relation to the enduring problems of psychology, and of the role of culture, science, and technology in the development of psychological ideas.

PSYC 420 Experimental Psychology: Social Processes I (4) Two hours of lecture and four hours of laboratory per week. Prerequisite: PSYC 200; and PSYC 221; and completion of the departmentally required English, math, and science supporting course sequence. Restricted to PSYC majors who have completed 85 credits. A laboratory course to provide a basic understanding of experimental method in social psychology and experience in conducting research on social processes.

PSYC 423 Advanced Social Psychology (3) Prerequisite: PSYC 420, or permission of department. A systematic review of research and points of view in regard to major problems in the field of social psychology.

PSYC 424 Communication and Persuasion (3) Prerequisites: PSYC 200; and PSYC 221. Effect of social communication upon behavior and attitudes. Theory and research concerning attitude change and social influence.

PSYC 432 Introduction to Counseling Psychology (3) Prerequisite: nine hours in psychology including PSYC 200. Analysis of research and intervention strategies developed and used by counseling psychologists. Historical and current trends in content and methodology.

PSYC 433 Basic Helping Skills: Research and Practice (4) Two hours of lecture and two hours of laboratory per week. Prerequisite: PSYC 200; (and PSYC 235 or PSYC 334 or PSYC 353 or PSYC 432 or PSYC 434 or PSYC 435 or PSYC 436). For PSYC majors only. Theories and research regarding effective helping skills. Students will practice helping skills with each other and will conduct research projects evaluating their

helping skills. Students should be willing to talk about personal issues in class.

PSYC 434 Severe Mental Disorders: Etiology and Treatment (3) Prerequisites: PSYC 200, and PSYC 301, and PSYC 353, or permission of department. Examines multiple perspectives on severe mental illnesses such as schizophrenia and the major affective disorders. Integrates the biological findings with the human experience of these illnesses, their cultural and sociopolitical aspects, and their psychological, pharmacological, and social service treatments. Opportunity is provided for interacting with persons suffering from these illnesses.

PSYC 435 Personality Theories (3) Prerequisite: PSYC 100; and PSYC 200 or equivalent. Major theories of personality and research methods and findings relevant to those theories.

PSYC 436 Introduction to Clinical Psychology (3) Prerequisite: PSYC 200 or equivalent. Critical analysis of clinical psychology, with particular emphasis on current developments and trends.

PSYC 440 Experimental Psychology: Cognitive Processes (4) Three hours of lecture and two hours of laboratory per week. Prerequisites: PSYC 100; and PSYC 200 or a statistics course from an approved departmental list; and completion of the departmentally required English, math and science supporting course sequence. Restricted to PSYC majors who have completed 85 credits. A survey of the content, models, and methods in cognitive psychology with an emphasis on auditory and visual pattern recognition, information processing, attention, memory, learning, problem solving, and language.

PSYC 442 Psychology of Language (3) Prerequisite: PSYC 200; and PSYC 341 or PSYC 440, or permission of department. Introductory survey of topics in psycholinguistic research, theory and methodology. Major emphasis on the contribution of linguistic theory to the psychological study of language behavior and cognition. Linguistic theory, biological bases of language, and speech, grammars, phonetics and phonological performance, speech perception and production, psychological studies of syntax and semantics, language and cognitive development, language comprehension and thought.

PSYC 443 Thinking and Problem Solving (3) Prerequisites: PSYC 200; and (PSYC 341 or PSYC 440) or permission of department. Historical development, current theory and data, and research methods in problem solving. Formal problem solving theory and computer models of thinking and human problem-solving behavior. The uses of strategies to improve students' own thinking processes and problem-solving behavior.

PSYC 450 Field Research in Organizational Psychology (4) Two hours of lecture and two hours of laboratory per week. Prerequisites: PSYC 100, PSYC 200 and completion of required English, math, science sequence. Recommended: PSYC 361. Restricted to PSYC majors who have completed 85 credits. For PSYC majors only. Methods of field research applicable to organizational settings are examined, including field experiments and quasi-experiments, observation, interviewing, surveys, content analysis, and various forms of qualitative inquiry.

PSYC 451 Principles of Psychological Testing (3) Prerequisite: PSYC 200 or equivalent. Basic concepts and theories of psychological assessment including test development. Also discussed are social, legal, cultural, and ethical considerations in testing and commonly used tests.

PSYC 452 Psychology of Individual Differences (3) Prerequisite: PSYC 200. Problems, theories, and research related to psychological differences among individuals and groups.

PSYC 455 Life-Span Cognitive Development (3) Prerequisites: PSYC 200 and (PSYC 355 or PSYC 341 or PSYC 440). Theory and research in cognition from a life-span developmental perspective including memory, reasoning, attention, spatial cognition, and conceptual organization, and discussions of implications of current research for a variety of educational interventions.

PSYC 456 Research Methods in Developmental Psychology (3) Prerequisites: PSYC 200 and (PSYC 355 or PSYC 356 or PSYC 357). A presentation of major research designs used in developmental psychology and of the methodology used in developmental research, such as observational research, program evaluation, and laboratory experimentation.

PSYC 457 Cultural Context of Psychological Development (3) Prerequisite: (PSYC 355, or PSYC 356, or PSYC 357,) or permission of department. An examination of whether important differences or similarities exist among and within cultures in the way people develop psychological competencies in the period from birth through adolescence.

PSYC 458 Applied Developmental Psychology (3)
Prerequisite: PSYC 200 and (PSYC 355, or PSYC 356, or PSYC 357). Repeatable to 6 credits if content differs. An examination of a topic in developmental psychology which has been examined in the laboratory and is central to developmental theories. Extension of these analyses to practical and social issues in the daily life of the developing individual. Topics will vary from semester to semester.

PSYC 460 Psychological Foundations of Personnel Selection and Training (3)
Prerequisite: PSYC 200 or equivalent. An examination of issues and processes involved in the design and evaluation of personnel selection and training programs in a variety of organizational settings: job, person and organizational analysis; organizational choice; development of predictors; evaluation of instructional and training systems; criteria for performance evaluation, promotion and training.

PSYC 463 Psychology of Motivation and Attitudes in Organizational Settings (3)
Prerequisites: PSYC 200 and PSYC 361. Theories, research and practice regarding the assessment, understanding, and prediction of motivation at work. Theories of, and the assessment and consequences of, various work-related attitudes. An integration of theory, research, and practice.

PSYC 464 Psychology of Leaders in Work Organizations (3)
Prerequisite: PSYC 361 or equivalent. The psychological assumptions and implications of various theories of management and leadership. Selections and training; development of careers; influence processes; change of managerial behavior; and the impact of the larger environment, nature of product or service, and organization structure on managerial behavior.

PSYC 465 Psychology of Organizational Processes (3)
Prerequisites: PSYC 200 and PSYC 361 or their equivalents. Theories of interpersonal, intra- and inter-group relations, with emphasis on issues of conflict, competition; cooperation and the role of power in organizations. Organizational diagnosis and intervention.

PSYC 466 Environmental and Ecological Psychology (3)
Prerequisite: PSYC 200. An examination of measurement, description, and impact of the physical and social environments that affect various aspects of behavior in school, at work, and during leisure.

PSYC 468 Field Experience and Special Assignments in Honors (1-3)
Prerequisite: permission of department as well as supervisor and honors faculty. Repeatable to 6 credits. An individual experience arranged by the honors student and his or her supervisor. A proposal submitted to the honors faculty in the semester preceding registration for the course should state the activities anticipated and the method of evaluation.

PSYC 469 Honors Thesis Proposal Preparation (1-3)
Prerequisite: Honors thesis supervisor's approval. Repeatable to 3 credits. Development of honors thesis proposal by preliminary research and literature review. Presentation of formal proposal to the thesis committee.

PSYC 478 Independent Study in Psychology (1-3)
Prerequisite: permission of both department and instructor in the form of a written agreement signed by the student and the faculty mentor. The student must have completed 9 hours in psychology with at least a 3.0 G.P.A. in psychology and a 2.8 overall G.P.A. Students may not accumulate more than a total of 9 credits in PSYC 478 and PSYC 479 without permission of the Chair of the Department of Psychology or the Psychology Undergraduate Committee. Integrated reading under direction leading to the preparation of an adequately documented report on a special topic.

PSYC 479 Special Research Problems in Psychology (1-3)
Prerequisite: permission of both department and instructor in the form of a written agreement signed by the student and the faculty mentor. The student must have completed 9 hours in psychology with at least a 3.0 G.P.A. in psychology and a 2.8 overall G.P.A. Repeatable to a maximum of 9 credits unless there is a waiver from the Psychology Undergraduate Committee. Research and data collection under individual faculty supervision, leading to a written research report.

PSYC 488 Advanced Psychology I (Honors) (3)
Prerequisite: PSYC 200 and permission of department. Seminar covering topics in sensation, perception, learning, and motivation.

PSYC 489 Senior Seminar (3)
Prerequisite: PSYC 100. Treatment of a specialized topic in psychology.

PSYC 498 Advanced Psychology II (Honors) (3)
Prerequisite: PSYC 488H or permission of department. Seminar covering topics in measurement, social processes, developmental processes and other subject matter of current interest.

PSYC 499 Honors Thesis Research (3)
Prerequisite: PSYC 469 and permission of thesis advisor.

RUSS — Russian

RUSS 101 Elementary Russian I (5)
Two hours of lecture and six hours of laboratory per week. Prerequisite: RUSS 101. Not open to native speakers of Russian. Elements of grammar, pronunciation, conversation and reading; exercises in translation.

RUSS 102 Elementary Russian II (5)
Two hours of lecture and six hours of laboratory per week. Prerequisite: RUSS 101. Not open to native speakers of Russian. Continuation of RUSS 101. Elements of grammar, pronunciation, and conversation; exercises in translation.

RUSS 201 Intermediate Russian I (4)
Two hours of lecture and four hours of laboratory per week. Prerequisite: RUSS 102. Not open to native speakers of Russian. Continuation of RUSS 102. For students planning to continue the study of Russian. Review and expansion of grammar knowledge, conversation and reading skills; exercises in translation. Note: this new RUSS 201 has no relation to the old SLAV 201, which is to be eliminated.

RUSS 202 Intermediate Russian II (4)
Two hours of lecture and four hours of laboratory per week. Prerequisite: RUSS 201. Not open to native speakers of Russian. Continuation of RUSS 201. Review and expansion of grammar knowledge, conversation and reading skills. Exercises in translation.

RUSS 210 Structural Description of Russian (3)
Pre- or co-requisite: RUSS 201 or equivalent. An introductory linguistic course designed to order and supplement students' knowledge of the sound system and the inflectional system of the verb. A practical component on reading skills also focuses on the verb and methods of developing vocabulary.

RUSS 211 Applied Russian Phonetics (3)
Prerequisite: RUSS 102. Not open to native speakers of Russian. Pronunciation; the sounds and intonational patterns of Russian in contrast with those of English.

RUSS 221 Masterworks of Russian Literature I (3)
Introduction to the classics of Russian literature in translation, beginning with Pushkin in the early 19th century and concluding with works of Dostoevsky and Tolstoy in the later part of that century.

RUSS 222 Masterworks of Russian Literature II (3)
Introduction to the classics of Russian literature in translation, beginning with the end of the nineteenth century and concluding with contemporary works.

RUSS 281 Russian Language and Pre-Revolutionary Culture (3)
Not open to native speakers of Russian. Introduction to the Russian language and a study of Russian nationalism; artistic and social concepts in the development of Russian art, dance, geography, history and literature from the 18th to the 20th centuries. Lectures in English, with third hour devoted to basic language instruction (alphabet, vocabulary, pronunciation and minimal conversational skills).

RUSS 282 Contemporary Russian Culture (3)
Russia of the post-Communist era. An exploration of the cultural implications of the disintegration of the former Soviet Union. Also included is a brief introduction to the Russian language: alphabet, elementary reading and survival skills for the first time traveler. Course format includes a combination of lectures, group discussions, videos, and optional field trips.

RUSS 298 Special Topics in Russian Language and Literature (3)
Repeatable to 6 credits if content differs.

RUSS 298M Special Topics in Russian Language and Literature: Russian Cinema (3)
In Translation: The Eighties and the Nineties

RUSS 301 Advanced Russian I (3)
Prerequisite: RUSS 202 or equivalent. Advanced training in written Russian communicative structures.

RUSS 302 Advanced Russian II (3)
Prerequisite: RUSS 301. Advanced training in written Russian communicative structures.

RUSS 303 Russian Conversation: Functional Skills (3)
Prerequisite: RUSS 202 or equivalent. Intended for students who do not anticipate having the opportunity to study in the Soviet Union. Skills for daily life (both function and etiquette) and argumentation (rhetoric).

RUSS 307 Commercial Russian I (3)
Prerequisite: RUSS 202 or equivalent. Designed to give introductory knowledge of correct commercial Russian including letters, business forms, contracts, and agreements.

RUSS 321 Survey of Russian Literature I (3)
Prerequisite: RUSS 202 or equivalent. The first half of a survey of Russian literature.

RUSS 322 Survey of Russian Literature II (3)
Prerequisite: RUSS 321 or equivalent. The second half of a survey of Russian literature.

RUSS 327 Old Russian Literature in Translation (3)
Recommended: RUSS 221. Old Russian literature of the 11th-17th centuries for the general student. Selected texts will be read in translation, with analysis in terms of genre and historical setting.

RUSS 328 19th Century Russian Literature in Translation (3)
Repeatable to 6 credits if content differs. Development of Russian literary thought in the Russian novel and short prose of the 19th century. Influence of western literatures and philosophies.

RUSS 329 Soviet Literature in Translation (3)
Repeatable to 6 credits if content differs. Russian literature since 1917, both as a continuation of pre-revolutionary traditions and as a reflection of Soviet ideology.

RUSS 381 Russian Civilization (in Russian) I (3)
Prerequisite: RUSS 202. A historical survey of Russian civilization emphasizing architecture, painting, sculpture, music, ballet and the theater to the beginning of the 19th century pointing out the inter-relationship of all with literary movements. Taught in Russian.

RUSS 382 Russian Civilization (in Russian) II (3)
Prerequisite: RUSS 202. A historical survey of Russian civilization emphasizing architecture, painting, sculpture, music, ballet, and the theater, from the beginning of the 19th century to the present pointing out the inter-relationships of all with literary movements. Taught in Russian.

RUSS 398 Selected Topics in Russian Language and Literature (3)
Repeatable to 6 credits if content differs.

RUSS 401 Advanced Russian Composition (3)
Prerequisite: RUSS 302.

RUSS 402 Practicum in Written Russian (3)
Prerequisite: RUSS 401 or equivalent. Designed to improve comprehension of functional varieties of written Russian and develop ability to present in written form concise syntheses of source texts.

RUSS 403 Russian Conversation: Advanced Skills (3)
Prerequisite: RUSS 303 or equivalent. Advanced spoken production of high-level, abstract language.

RUSS 404 Practicum in Spoken Russian (3)
Prerequisite: RUSS 403 or equivalent. To improve comprehension of rapidly spoken Russian of various functional styles and to develop ability to synthesize orally the content of spoken material.

RUSS 405 Russian-English Translation I (3)
Pre- or co-requisite: RUSS 302 or equivalent. Introduction to the principles of translation of a particular genre, — typically diplomatic, business, or literary.

RUSS 406 Russian-English Translation II (3)
Prerequisite: RUSS 405. Continuation of RUSS 405.

RUSS 407 Commercial Russian II (3)
Prerequisite: RUSS 307. Continuation of RUSS 307 focusing in the more difficult and complex Russian business documents and Russian business ministries.

RUSS 409 Selected Topics in Russian Language Study (3)
Prerequisite: permission of department. Repeatable to 6 credits if content differs. Presentation of a topic in Russian language study.

RUSS 410 Applied Russian Linguistics (3)
The nature of applied linguistics and its contributions to the effective teaching of foreign languages. Comparative study of English and Russian, with emphasis upon points of divergence. Analysis, evaluation and construction of related drills.

RUSS 411 Linguistic Analysis of Russian I (3)
Prerequisites: RUSS 210; and LING 200. Pre- or co-requisite: RUSS 301. Elucidation of theoretical concepts of modern linguistics through the analysis of problematic concepts in the Russian linguistic system. Phonology and the syntax of the simple sentence.

RUSS 412 Linguistic Analysis of Russian II (3)
Prerequisite: RUSS 411. Continuation of RUSS 411. The syntax of the complete sentence, semantics.

RUSS 431 Russian Literature of the 19th Century I (3)

RUSS 432 Russian Literature of the 19th Century II (3)

RUSS 433 Russian Literature of the 20th Century (3)

RUSS 434 Soviet Russian Literature (3)

RUSS 439 Selected Topics in Russian Literature (3)
Prerequisite: permission of department. Repeatable to 6 credits if content differs. Presentation of a topic in Russian literature.

RUSS 473 Recent History of the Russian Language (3)
Prerequisite: RUSS 210 or equivalent. Linguistic interpretation of Russian texts from the late 18th century to the present.

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RUSS 499 Independent Study in Russian (1-3) Prerequisite: permission of instructor. Repeatable to 6 credits if content differs. Independent study under faculty supervision.

SLAV — Slavic

SLAV 469 Selected Topics in Slavic Studies (3) Prerequisite: permission of department. Repeatable to 6 credits if content differs. Presentation of a topic in Slavic studies.

SLAV 475 Old Church Slavonic (3) Introduction to the language of the oldest recorded Slavic documents. Historical presentation of phonology, morphology, and syntax; reading of texts.

SLAV 479 Selected Topics in Slavic Linguistics (3) Prerequisite: permission of department. Repeatable to 6 credits if content differs. Presentation of a topic in Slavic linguistics.

SLAV 499 Directed Study (1-3) Prerequisite: permission of department. For advanced students. Repeatable to 6 credits if content differs.

SOCY — Sociology

SOCY 100 Introduction to Sociology (3) The fundamental concepts and principles of sociology. Includes consideration of culture, patterns of social interaction, norms, values, social institutions, stratification, and social change.

SOCY 105 Introduction to Contemporary Social Problems (3) An examination of contemporary social problems through sociological perspectives; ways in which social problems are part of the organization of society; a detailed study of selected social problems including social conflict and social inequality.

SOCY 109 Freshman Seminar (3) This freshman seminar focuses on the long-standing debate over world population growth. Students will study the demographic sources of rapid population growth as well as the consequences of growth for the environment, food and water resources, health and nutrition, economic development and other related topics.

SOCY 201 Introductory Statistics for Sociology (4) Three hours of lecture and two hours of laboratory per week. Prerequisite: SOCY 100 and MATH 111 or equivalent. Not open to students who have completed BMGT 231, ENEE 324, or STAT 400. Credit will be granted for only one of the following: AREC 484, BIOM 301, BMGT 230, CNEC 400, ECON 321, EDMS 451, GEOG 305, GVPT 422, PSYC 200, SOCY 201, URSP 350, or TEXT 400. Elementary descriptive and inferential statistics. Construction and percentaging of bivariate contingency tables; frequency distributions and graphic presentations; measures of central tendency and dispersion; parametric and nonparametric measures of association and correlation; regression; probability; hypothesis testing; the normal, binomial and chi-square distributions; point and interval estimates.

SOCY 202 Introduction to Research Methods in Sociology (4) Prerequisite: SOCY 201. The underlying logic, major strategies, specific techniques and skills of sociological research. Research design, measurement, data collection, sampling, field research experiments, surveys, index and scale construction, data analysis, interpretation and report writing.

SOCY 203 Sociological Theory (3) Prerequisite: SOCY 100. Development of the science of sociology; historical backgrounds; recent theories of society. Required of all sociology majors.

SOCY 227 Introduction to the Study of Deviance (3) Credit will be granted for only one of the following: SOCY 227 or SOCY 327. Formerly SOCY 327. An introduction to the sociological study of deviant behavior, covering such topics as mental illness, sexual deviance, and the use of drugs.

SOCY 230 Sociological Social Psychology (3) Theoretical perspectives and their applications. Socialization through the life course, the self-concept, attitudes, emotion, attribution, interpersonal relations, group processes, deviance, and social change.

SOCY 241 Inequality in American Society (3) The dynamics of inequality: its social production, politics, future, and ideological bases. Utopian communities, efforts to eliminate inequality.

SOCY 243 Sociology of Marriage and Family (3) Credit will be granted for only one of the following: SOCY 243 or SOCY 343. Formerly SOCY 343. Demographic trends in family and marriage, childbearing, divorce; sociological theories of mate selection, marital interaction, and marital dissolution. Contemporary controversial issues, such as the relationship of unmarried couples, alternative marriage forms, abortion, and violence in the family.

SOCY 305 Scarcity and Modern Society (3) Prerequisite: 3 credits of sociology. Resource depletion and the deterioration of the environment. Relationship to lifestyles, individual

consumer choices, cultural values, and institutional failures. Projection of the future course of American society on the basis of the analysis of scarcity, theories of social change, current trends, social movements, government actions, and the futurist literature.

SOCY 325 The Sociology of Gender (3) Prerequisite: 3 credits of sociology. Also offered as WMST 325. Credit will be granted for only one of the following: SOCY 325 or WMST 325. Institutional bases of gender roles and gender inequality, cultural perspectives on gender, gender socialization, feminism, and gender-role change. Emphasis on contemporary American society.

SOCY 333 Technology and Society (3) Prerequisite: 3 credits of sociology. Impact of technology on agriculture, the industrial revolution, politics, economics, and health, education and welfare, as these affect changes in social organizations. The development of small cities, the better utilization of energy, the use of wealth and abundance and its relation to the division of labor, and the role of technology in shaping of new forms of political and economic organizations.

SOCY 380 Honors Independent Reading in Sociology (3) Prerequisite: permission of department. Formerly SOCY 378. This course permits sociology honor students to undertake a program or reading on a particular problem in sociology or a sub-field therein. The reading will be done under the supervision of a member of the sociology faculty. Required of sociology honor students.

SOCY 381 Honors Independent Research in Sociology (3) Prerequisite: SOCY 380. Formerly SOCY 388. This course permits sociology students to define a particular problem in sociology or a subfield therein and to develop a research plan for use as a thesis topic. The work will be done under the supervision of a member of the sociology faculty.

SOCY 383 Honors Thesis Research (3) Prerequisite: SOCY 381. Formerly SOCY 389. Student research under the direction of a member of the sociology faculty, culminating in the presentation and defense of a thesis reporting the research.

SOCY 398 Special Topics in Sociology (1-3) Prerequisite: 3 credits of sociology. Repeatable to 6 credits if content differs. Topics of special interest to both sociology majors and non-majors.

SOCY 399 Independent Study in Sociology (1-6) Prerequisite: 12 credits of sociology and permission of department. Repeatable to 6 credits if content differs. Integrated reading or research under the direction and supervision of a faculty member. A maximum of 6 credits may be earned by a student for the same field experience in SOCY 386 and SOCY 399 combined.

SOCY 401 Intermediate Statistics for Sociologists (4) Three hours of lecture and two hours of laboratory per week. Prerequisite: SOCY 201 or equivalent or permission of department. Not open to students who have completed ENEE 324, BMGT 231, or STAT 400. Issues in the use of significance tests in sociology, one and two-way analysis of variance, elements of multiple regression and correlation, techniques for the analysis of nominal and ordinal data.

SOCY 402 Intermediate Procedures For Data Collection (3) Prerequisite: SOCY 202 or equivalent or permission of department. An intermediate survey of the major research methods used by sociologists, including survey research, experimentation, observation, archival research, and in-depth interviewing. The selection of an appropriate research method, with analysis of the strengths and weaknesses of various methods, practical issues, data collection and preparation, and analytical techniques.

SOCY 403 Intermediate Sociological Theory (3) Prerequisite: SOCY 203 or permission of department. Major theoretical approaches, including functionalism, conflict, symbolic interactionism, and their implicit methods of logic illustrated by case studies. Original works of major theorists in historical perspective.

SOCY 404 Methods of Quantitative Analysis (4) Three hours of lecture and two hours of laboratory per week. Prerequisite: (SOCY 202 or equivalent) or permission of department. Analysis of sociological data through the use of statistical packages such as SPSS, BMDP or SAS. Emphasis is on the use of multivariate statistical techniques.

SOCY 410 Social Demography (3) Prerequisite: 6 credits of sociology or permission of department. Types of demographic analysis; demographic data; population characteristics; migration; mortality; fertility; population theories; world population growth; population policy.

SOCY 411 Demographic Techniques (3) Prerequisite: SOCY 201 or equivalent and SOCY 410 or permission of department. Basic techniques for analyzing population structure and demographic processes, including fertility, mortality and migration.

SOCY 412 Family Demography (3) Prerequisite: SOCY 410. Formerly SOCY 312. Family and population dynamics. Fertility issues, such as teenage pregnancy, the timing of parenthood, and family size; as they relate to family behavior, such as marital patterns, child care use, and work and the family. Policy issues that relate to demographic changes in the family.

SOCY 422 Social Change in Latin America (3) Prerequisite: 6 credits in sociology or permission of department. Comparative study of social change in contemporary Latin America. Critical review of major theories and their use in empirical research, and assessment of social policy implications of alternative perspectives.

SOCY 424 Sociology of Race Relations (3) Prerequisite: 6 credits in sociology or permission of department. Analysis of race-related issues, with a primary focus on American society. The historical emergence, development, and institutionalization of racism; the impact of racism on its victims; and racially based conflict.

SOCY 425 Gender Roles and Social Institutions (3) Prerequisite: 6 credits of sociology or permission of department. Relationship between gender roles and the structure of one or more social institutions (e.g., the economy, the family, the political system, religion, education). The incorporation of gender roles into social institutions; perpetuation or transformation of sex roles by social institutions; how changing gender roles affect social institutions.

SOCY 426 Sociology of Religion (3) Prerequisite: 6 credits of sociology or permission of department. Varieties and sources of religious experience. Religious institutions and the role of religion in social life.

SOCY 427 Deviant Behavior (3) Prerequisite: 6 credits of sociology or permission of department. Current theories of the genesis and distribution of deviant behavior, and their implications for a general theory of deviant behavior. Definitions of deviance, labeling theory, secondary deviance.

SOCY 428 Research in Inequality (3) Prerequisite: SOCY 202, 203 and one course in Stratification and Inequality. Repeatable to 6 credits if content differs. This is the special topics research course for Stratification and Inequality.

SOCY 430 Social Structure and Identity (3) Prerequisite: 6 credits of sociology or permission of department. Theoretical issues in social psychology, focusing on social construction of identity. Identity formation and transformation in social process. Structural and cultural dimensions of social identity.

SOCY 431 Principles of Organizations (3) Prerequisite: 6 credits of sociology or permission of department. Structural and processual characteristics of organizations that make them effective for different purposes and in different environments. Effects of different institutional environments, small group processes, organizational networks, and leadership. Types of organizations studied include formal bureaucracies, professional organizations, and voluntary associations.

SOCY 432 Social Movements (3) Prerequisite: 6 credits of sociology or permission of department. Movements that seek change in the social and political structure of society. Origins, tactics, organization, recruitment, and success. Case studies come from such movements as labor, civil rights, student, feminist, environmental, neighborhood, and gay rights.

SOCY 433 Social Control (3) Prerequisite: 6 credits of sociology or permission of department. Forms, mechanism, and techniques of group influence on human behavior; problems of social control in contemporary society.

SOCY 438 Research in Organizations and Institutions (3) Prerequisite: SOCY 202, 203, and one course in Organizations and Institutions. Repeatable to 6 credits if content differs. This is the special topics research course for Organizations and Institutions.

SOCY 440 Sociology of the Self Concept (3) Prerequisite: 6 credits of sociology or permission of department. The nature of the self-concept and the social forces that mold it. Major sociological, psychological, and psycho-analytic theories of the self-concept. Self-concept motives, mechanisms of self-defense, and the nature of a healthy self-concept. Empirical research dealing with the bearing of social interaction, social structure, social context and social institutions on the self-concept.

SOCY 441 Social Stratification and Inequality (3) Prerequisite: 6 credits of sociology or permission of department. Junior standing. The sociological study of social class, status, and power. Topics include theories of stratification, correlates of social position, functions and dysfunctions of social inequality, status inconsistency, and social mobility.

SOCY 442 The Family and Social Class (3) Prerequisite: 6 credits of sociology or permission of department. Development of the family from pre-industrial to contemporary period. Emphasis upon class differences in family functioning and the roles of husbands and wives. Changes in these roles from pre-industrial to postindustrial period, and variations by race. Discussion of the emergence of dual-worker and dual-career families and the issues they face.

SOCY 443 The Family and Society (3) Prerequisite: 6 credits of sociology or permission of department. Study of the family as a social institution; its biological and cultural foundations, historical development, changing structures, and functions, the interaction of marriage and parenthood, disorganizing and reorganizing factors in present-day trends.

SOCY 447 Small Group Analysis (3) Prerequisite: SOCY 201 or equivalent or permission of department. Analysis of small group structures and dynamics. Review of research on small groups in real life settings and in laboratories. Presentation of techniques used in small groups.

SOCY 448 Research in Social Psychology (3) Prerequisite: SOCY 202, 203, and one course in Social Psychology. Repeatable to 6 credits if content differs. This is the special topics research course in Social Psychology

SOCY 450 Measurement of Time, Work, and Leisure (3) Prerequisite: 6 credits of sociology or permission of department. How Americans use time, with specific reference to work, housework, personal and free time activities. Time-use differences across methods, social groups and cultures. Subjective time. Implications for time management, societal quality of life, social policy, and theory.

SOCY 456 Sociology of Consumerism (3) Prerequisites: SOCY 203 and 3 additional credits of sociology or permission of department. Issues relating to consumerism. Among the issues to be explored are advertising, the settings in which we consume, what we consume and why, the changing nature of consumption.

SOCY 457 Sociology of Law (3) Prerequisite: 6 credits of sociology or permission of department. Social, political, and cultural sources of legal norms and concepts (such as property, privacy, contract, institution, and liability), as well as the role of law in interpersonal and intergroup dispute resolution. Emphasis on civil law.

SOCY 460 Sociology of Work (3) Prerequisite: 6 credits of sociology or permission of department. Analysis of the American work world with special attention to the impact of social change and occupational conflicts on the individual worker. Professionalization, career patterns, problems of minority groups and the future of work.

SOCY 462 Women in the Military (3) Prerequisite: 6 credits of sociology or permission of department. Cross-national analysis of past, present, and future trends in women's roles in the military. Effects on women's roles in armed forces of cultural forces, national security, technological change, demographical patterns, occupational structures, labor shortages, and considerations of efficiency and rationality.

SOCY 463 Sociology of Combat (3) Prerequisite: 6 credits of sociology or permission of department. Sociological theories and concepts related to combat. Influence of historical events on relations between nations and between the military and society. Effects of U.S. social structure on actions in combat; effects of involvement in combat on social structure and on members of society. Cohesion and leadership in military units.

SOCY 464 Military Sociology (3) Prerequisite: 6 credits of sociology or permission of department. Social change and the growth of military institutions. Complex formal military organizations. Military service as an occupation or profession. The sociology of military life. Relations between military institutions, civilian communities and society.

SOCY 465 The Sociology of War (3) Prerequisite: 6 credits of sociology or permission of department. The origin and development of armed forces as institutions, the social causes, operations and results of war as social conflict; the relations of peace and war and revolution in contemporary civilizations.

SOCY 466 Sociology of Politics (3) Prerequisite: 6 credits of sociology or permission of department. An introduction to the sociology of political phenomena. Consideration of the basic concepts and major findings in the field; the relationship of the polity to other institutional orders of the society; the relationship of political activity in America to the theory of democracy.

SOCY 467 Sociology of Education (3) Prerequisite: 6 credits of sociology or permission of department. Sociological analysis of educational institutions and their relation to society: goals and functions, the mechanisms of social control, and the impacts of stratification and social change. Study of the school

as a formal organization, and the roles and subcultures of teachers and students.

SOCY 474 Post-Soviet Societies (3) Prerequisite: 6 credits of sociology or permission of department. Analysis of the changes in social institutions and daily life in countries making the transition from socialism to capitalism. Particular course emphasis is on differences in work, household work and free time activities by gender, age and ethnic groups — and on historical, cultural and political differences across republics in the former Soviet Union and its satellites.

SOCY 498 Selected Topics in Sociology (1-3) Prerequisite: 6 credits of sociology or permission of department. Repeatable to 6 credits. Topics of special interest to advanced undergraduates in sociology. Such courses will be offered in response to student request and faculty interest.

SPAN — Spanish

The language of instruction in all courses is Spanish unless otherwise noted.

SPAN 101 Elementary Spanish I (4) Four hours of discussion/recitation per week. Prerequisite: No previous Spanish: high school level 1 Spanish with grade of A or B; high school level 2 Spanish with a grade of C or below. Not open to native/fluent speakers of Spanish. Introduction to the functions and structures of the Spanish language, with emphasis on the four skills of listening, speaking, reading and writing.

SPAN 102 Elementary Spanish II (4) Four hours of discussion/recitation per week. Prerequisite: SPAN 101 at UMCP or equivalent. Not open to native/fluent speakers of Spanish. Further study of the functions and structures of the Spanish language, with emphasis on the four skills of listening, speaking, reading and writing.

SPAN 103 Review of Elementary Spanish (4) Not open to students who have completed higher level Spanish language classes. An intensive beginning course in Spanish language skills: guided practice in reading and writing, understanding the spoken language and conversation, to enable the student to move more quickly to advanced courses.

SPAN 125 Spanish Civilization: From Kingdoms to Nationalities (3) Introduction to the cultural heritage of the Spanish people, their traditions, customs, arts and literature, with special emphasis on the interrelationship of social and literary history.

SPAN 201 Intermediate Spanish (4) Prerequisite: SPAN 102 or SPAN 103 at UMCP or high school level 3 Spanish with a grade of A or B or high school level 4 Spanish with a C or below. Not open to native/fluent speakers of Spanish. Formerly SPAN 203. Continued development of the functions and structures of the Spanish language with emphasis on the four skills of listening, speaking, reading, and writing.

SPAN 202 Intermediate Grammar and Composition (3) Prerequisite: SPAN 201 or high school level 4 or 5 with a grade of A or B or permission of department. Co-requisite: SPAN 207 and/or SPAN 211. Not open to native/fluent speakers of Spanish. Formerly SPAN 204. An in-depth study and analysis of selected grammatical topics with emphasis on composition, writing and reading.

SPAN 206 Review of Oral and Written Spanish for Native Speakers Educated (3) in the United States Prerequisite: native or near native knowledge of oral Spanish and no formal education in Spanish. Review of oral and written Spanish for students who have native or near-native ability in Spanish, but have never studied it in a formal setting.

SPAN 207 Reading and Writing in Spanish (3) Prerequisites: SPAN 201. Pre- or co-requisite: SPAN 202, or permission of department. Selected readings with emphasis on reading comprehension and the development of reading strategies. Work in composition writing and a review of selected grammatical topics. Complements material of SPAN 202.

SPAN 211 Intermediate Conversation (3) Prerequisite: SPAN 201 or permission of department. Not open to native/fluent speakers of Spanish. Formerly SPAN 205. Development of listening and speaking skills in Spanish. Opportunity to develop oral fluency, improve pronunciation and increase vocabulary. Individual and/or group oral presentations.

SPAN 221 Introduction to Literature (3) Prerequisite: Spanish high school level 5 or above or SPAN 202 or permission of department. Selected readings in various genres in Spanish and Latin American literature. Discussion and written reports in Spanish. May be substituted for SPAN 207 with permission of department.

SPAN 222 Cultural Difference in Contemporary Latin America (3) Introduction to representations and expressions in Latin America: cultural stereotypes, representations of difference, forms of discrimination, sublimation of difference into national identity, and the staging of the other. Taught in English.

SPAN 223 United States Latino Culture (3) 45 semester hours. Survey of the diverse historical, political, and economic issues contributing to the formation of U.S. Latino culture(s) and communities. Representative Latino cultural texts-literary, artistic, musical, film, and performances-will be studied and discussed. In English.

SPAN 224 Violence and Resistance in the Americas (3) Indigenous vision of violence and resistance in the Americas. Texts and maps from the European explorers and conquerors are also studied. Readings include primary texts from the 16th as well as from the 20th century. All readings are in English. No Spanish is required.

SPAN 228 Selected Topics in Latin American Literature and Society (3-6) Repeatable to 6 credits if content differs. Also offered as PORT 228. Credit will be granted for only one of the following: SPAN 228 or PORT 228. Variable cultural studies topics on literature and society in contemporary Latin America.

SPAN 234 Issues in Latin American Studies I (3) Two hours of lecture and one hour of discussion/recitation per week. Also offered as PORT 234 and LASC 234. Credit will be granted for only one of the following: SPAN 234 or PORT 234 or LASC 234. Interdisciplinary study of major issues in Latin America and the Caribbean, including Latin America's cultural mosaic, migration and urbanization. Democratization and the role of religions.

SPAN 235 Issues in Latin American Studies II (3) Two hours of lecture and one hour of discussion/recitation per week. Also offered as PORT 235 and LASC 235. Credit will be granted for only one of the following: SPAN 235 or PORT 235 or LASC 235. Major issues shaping Latin American and Caribbean societies including the changing constructions of race, ethnicity, gender and class as well as expressions of popular cultures and revolutionary practices. A continuation of SPAN/PORT/LASC 234, but completion of 234 is not a prerequisite.

SPAN 301 Advanced Grammar and Composition I (3) Prerequisite: SPAN 202. Recommended: SPAN 207. Practice of complex grammatical structures through reading and writing of compositions and essays. Specific lexical, syntactic, rhetorical, and stylistic devices will be highlighted.

SPAN 302 Advanced Grammar and Composition II (3) Prerequisite: SPAN 301. Practice in and writing of different types of compositions and essays, including narrations, descriptions, and persuasive writing. Review of problematic syntactical structures.

SPAN 306 Spanish II for Native Speakers (3) Prerequisites: native or near-native knowledge of oral Spanish and little or no formal education in Spanish and SPAN 206 or permission of department. Practice of complex grammatical structures through reading and writing of compositions and essays. Specific lexical, syntactic, rhetorical and stylistic devices will be highlighted. Designed for Spanish speakers educated in English.

SPAN 310 Spanish Phonetics (3) Prerequisite: SPAN 202 or permission of department. Descriptive study of the Spanish sound system. Practice in phonetic perception, transcription, and articulation. Particular attention to sentence phonetics; juncture, rhythm, stress, pitch.

SPAN 311 Advanced Conversation I (3) Prerequisite: SPAN 202 or SPAN 211 or permission of department. Not open to native/fluent speakers of Spanish. Further development of listening and speaking skills in Spanish. Opportunity to develop oral fluency, improve pronunciation and increase vocabulary. Individual and/or group oral presentations.

SPAN 312 Advanced Conversation II (3) Prerequisites: SPAN 202 and SPAN 211 or SPAN 311 or permission of department. Not open to native/fluent speakers of Spanish. Continued mastery of listening and speaking skills in Spanish. Opportunity to develop oral fluency, improve pronunciation, and increase vocabulary. Emphasis on colloquial and technical language as well as development of linguistic accuracy. Individual and/or group oral presentation.

SPAN 314 Daily Life in Mexico : An Intercultural Approach (1) For students in UMS Study Abroad program in Mexico City. Cultural differences between life in the United States and Mexico.

SPAN 315 Commercial Spanish I (3) Prerequisite: SPAN 301 or permission of department. Business Spanish terminology, vocabulary and practices. Emphasis on everyday spoken and written Spanish. Readings and discussions of Spanish commercial topics. May include exposure to Spanish business environments.

SPAN 316 Practicum in Translation I (3) Prerequisite: SPAN 301 and permission of department. Translation of non-literary, non-technical texts into Spanish and/or English.

SPAN 317 Translation II (3) Prerequisite: SPAN 316 or permission of department. Translation of non-literary, non-technical texts into Spanish and/or English.

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SPAN 318 Translation of Technical Texts (3) Prerequisites: SPAN 317 or permission of department. Repeatable to 6 credits if content differs. Translation of technical and specialized texts in various fields (e.g. medicine, law, international affairs, social work, journalism, technology) into Spanish and/or English.

SPAN 321 Survey of Spanish Literature I (3) Prerequisite: SPAN 301 or permission of department. Overview of the history of Spanish literature from the 12th through the 17th century.

SPAN 322 Survey of Spanish Literature II (3) Prerequisite: SPAN 301 or permission of department. Overview of the history of Spanish literature from the 18th century to the present.

SPAN 323 Survey of Latin-American Literature I (3) Prerequisite: SPAN 301 or permission of department. Overview of the history of Latin American literature from the Precolumbian era through the 18th century.

SPAN 324 Survey of Latin-American Literature II (3) Prerequisite: SPAN 301 or permission of department. Overview of the history of Latin American literature from the 19th century to the present.

SPAN 325 Spanish Civilization I (3) Prerequisite: SPAN 301 or permission of department. Spanish civilization from the pre-Spanish cultures through the Spanish golden age with emphasis on cultural, social, and artistic aspects.

SPAN 326 Spanish Civilization II (3) Prerequisite: SPAN 301 or permission of department. Spanish civilization from the 18th century to the present day with emphasis on cultural, social, and artistic aspects.

SPAN 346 Latin American Civilization I (3) Prerequisite: SPAN 301 or permission of department. Cultural heritage of the Latin American peoples from the pre-Columbian period to independence.

SPAN 347 Latin American Civilization II (3) Prerequisite: SPAN 301 or permission of department. Cultural heritage of the Latin American peoples from independence to the present.

SPAN 356 Literary Translation I (3) Prerequisite: SPAN 317 or permission of department. Translation of literary texts into Spanish and/or English: narrative.

SPAN 357 Literary Translation II (3) Prerequisite: SPAN 317 or permission of department. A continuation of SPAN 356. Translation of literary texts into Spanish and/or English: dialogue and other forms.

SPAN 399 Independent Study in Spanish (1-3) Prerequisite: permission of department. Repeatable to 3 credits. Specific readings in literature or a translation project under the supervision of a faculty member of the department.

SPAN 401 Advanced Composition I (3) Prerequisite: SPAN 302 or permission of department. Compositions and essays with emphasis on stylistics, idiomatic and syntactic structures. Organization and writing of research papers.

SPAN 402 Advanced Composition II (3) Prerequisite: SPAN 401 or permission of department. Compositions and essays with emphasis on stylistics, idiomatic and syntactic structures. Organization and writing of research papers.

SPAN 403 Research and Information Sources in Latin Studies (1) Two hours of lecture per week. Corequisite: SPAN 458. Recommended: SPAN 234 and SPAN 235. 86 semester hours. Senior standing. Also offered as LASC 403. A foundational course in Latin American Studies information sources. Students will devise a search strategy and explore reference materials available to the Latin American Studies researcher.

SPAN 408 Great Themes of the Hispanic Literatures (3) Pervading themes in the literature of Spain or Spanish-America. Each theme will be announced when the course is offered.

SPAN 409 Great Themes of the Hispanic Literatures (3) Pervading themes in the literature of Spain or Spanish-America. Each theme will be announced when the course is offered.

SPAN 410 Literature of the Middle Ages (3) Spanish literary history from the eleventh through the fifteenth century. Reading of representative texts. This course covers until the year 1350.

SPAN 411 Literature of the Middle Ages (3) Spanish literary history from the eleventh through the fifteenth century. Reading of representative texts. This course covers from 1350 to 1500.

SPAN 413 Libro de Buen Amor (3) Literary traditions in the Libro de buen amor.

SPAN 414 La Celestina (3) Literary and cultural traditions in La Celestina.

SPAN 415 Commercial Spanish II (3) Prerequisite: SPAN 315 or permission of department. Sophomore standing. Business Spanish terminology, vocabulary and practices. Emphasis on everyday spoken and written Spanish. Readings and discussions of international topics. Cross-cultural considerations relative to international business operations, including exporting and banking.

SPAN 416 Practicum in Translation V (3) Prerequisite: SPAN 357 or permission of department. Translation of complete literary texts from Spanish into English. Presentation and comparison of special problems encountered in individual projects.

SPAN 417 Practicum in Translation VI (3) Prerequisite: SPAN 416 or permission of department. Translation of complete literary texts from Spanish into English. Evaluation of different versions of the original. Problems of interpretation, literary structure and analysis.

SPAN 418 Hispanic Literature in Translation (3) Repeatable to 6 credits if content differs.

SPAN 420 Poetry of the 16th Century (3) Prerequisite: SPAN 321 or equivalent. Selected readings and literary analysis.

SPAN 421 Prose of the 16th Century (3) Prerequisite: SPAN 321 or equivalent. Selected readings and literary analysis.

SPAN 422 Cross-Cultural Communication (3) Prerequisite: (SPAN 325 and SPAN 326) or (SPAN 346 and SPAN 347) or permission of department. Junior standing. Focuses on the relationship of language and culture of those operating in world markets. Particular attention will be given to cross-cultural communication, linguistic systems, and culture specific perceptions of the Hispanic world.

SPAN 424 Drama of the Sixteenth Century (3) From the earliest autos and pasos, the development of Spanish drama anterior to Lope de Vega, including Cervantes.

SPAN 430 Cervantes: Don Quijote (3) Prerequisite: SPAN 321 or equivalent.

SPAN 431 Cervantes: Novelas Ejemplares and Entremeses (3) Prerequisite: SPAN 321 or equivalent.

SPAN 432 Colonial Latin American Literature (3) Examines the key themes, writers, literary movements, and cultural debates of the colonial period.

SPAN 433 Women and Culture in Colonial Latin America (3) Considers questions of women and historical production, women writers in colonial times, and contemporary literary interpretations of colonial realities. Debates the continued legacy of female archetypes from the colonial period to the present, and epistemological questions regarding the production of knowledge.

SPAN 434 Poetry of the 17th Century (3) Prerequisite: SPAN 321 or equivalent. Selected readings, literary analysis, and discussion of the outstanding poetry of the period, in the light of the historical background.

SPAN 435 Prose of the 17th Century (3) Prerequisite: SPAN 321 or equivalent. Selected readings, literary analysis, and discussion of the outstanding prose of the period, in the light of the historical background.

SPAN 436 Drama of the Seventeenth Century (3) Prerequisite: SPAN 321. Devoted to Lope de Vega, dramatic theory and the Spanish stage.

SPAN 437 Drama of the Seventeenth Century (3) Drama after Lope de Vega to Calderon de la Barca and the decline of the Spanish theater.

SPAN 440 Literature of the Eighteenth Century (3) Traditionalism, Neo-Classicism, and Pre-Romanticism in prose, poetry, and the theater; esthetics and poetics of the enlightenment.

SPAN 448 Special Topics in Latin American Civilization (3) Repeatable to 6 credits if content differs. Intensive independent study of a selected topic related to Latin American civilization.

SPAN 449 Special Topics in Spanish Civilization (3) Repeatable to 6 credits if content differs. An intensive study of a selected topic related to Spanish civilization.

SPAN 452 The Romantic Movement in Spain (3) Poetry, prose and drama of the Romantic and Post-Romantic periods.

SPAN 454 Nineteenth Century Fiction (3) Significant novels of the nineteenth century.

SPAN 456 Nineteenth Century Drama and Poetry (3) Significant dramas and poetry of the Realist Period.

SPAN 458 Senior Capstone Course in Latin American Studies (3) Three hours of lecture per week. Prerequisites: SPAN 234 and SPAN 235 or permission of department. Recommended: SPAN 403. 86 semester hours. Senior standing. For SPAN majors only. Also offered as LASC 458. Capstone course for advanced students in the Latin American Studies Certificate Program or other students with appropriate preparation. Interdisciplinary topics will vary each semester.

SPAN 460 The Generation of 1898 and Its Successors (3) Authors and works of all genres of the generation of 1898 and those of the immediately succeeding generation.

SPAN 461 The Generation of 1898 and Its Successors (3) Authors and works of all genres of the generation of 1898 and those of the immediately succeeding generation.

SPAN 462 Twentieth Century Drama (3) Significant plays of the twentieth century.

SPAN 464 Contemporary Spanish Poetry (3) Spanish poetry from the generation of 1927 to the present.

SPAN 466 The Contemporary Spanish Novel (3) The novel and the short story from 1940 to the present.

SPAN 468 Modernism and Post-Modernism in Spain and Spanish-America (3) Repeatable to 9 credits if content differs. A study of the most important works and authors of both movements in Spain and Spanish-America.

SPAN 469 Modernism and Post-Modernism in Spain and Spanish-America (3) Repeatable to 9 credits if content differs. A study of the most important works and authors of both movements in Spain and Spanish-America.

SPAN 470 United States Latino Literature (3) Recommended: SPAN 323 or SPAN 324. Introduction to U.S. Latino literature through exploration of narrative, poetry, and drama by Chicano, Nuyorican, and Cuban American writers. Discussion of sociohistorical issues involved in construction of Latino cultural identity in literature.

SPAN 471 U.S. Latino Prose Fiction (3) Recommended: SPAN 323 or SPAN 324; SPAN 470. Introduction to U.S. Latino fiction through study of short stories and novels by contemporary Chicano, Nuyorican, Cuban-American, and Dominican-American writers. Exploration of relationship between narrative techniques and thematic content, along with relevant sociohistorical issues.

SPAN 473 U.S. Latino Drama (3) Recommended: SPAN 323 or SPAN 324; SPAN 470. Introduction to U.S. Latino Drama through study of recent plays by Chicano, Nuyorican, and Cuban-American writers. Exploration of key elements of form and style, including techniques through which social, historical, and political issues are represented.

SPAN 479 Honors Thesis (3-6) Prerequisite: admittance to honors program in Spanish and Portuguese Department. Repeatable to 6 credits if content differs. Researching and writing an honors thesis under the direction of a professor.

SPAN 480 Spanish-American Essay (3) A study of the socio-political contents and aesthetic qualities of representative works from the colonial to the contemporary period.

SPAN 481 Spanish American Essay (3) A study of the socio-political contents and aesthetic qualities of representative works from the colonial to the contemporary period, with emphasis on the essay of the twentieth century.

SPAN 488 Spanish-American Fiction (3) Representative novels and/or short stories from the Wars of Independence to the present or close analysis of major contemporary works. Subject will be announced each time course is offered.

SPAN 489 Spanish-American Fiction (3) Representative novels and/or short stories from the Wars of Independence to the present or close analysis of major contemporary works. Subject will be announced each time course is offered.

SPAN 491 Honors Reading Course: Poetry (3) Supervised reading to be taken by students admitted to the honors program or upon consultation with the instructor.

SPAN 492 Honors Reading Course (3) Supervised reading to be taken by students admitted to the honors program or upon consultation with the instructor.

SPAN 493 Honors Reading Course: Drama (3) Supervised reading to be taken by students admitted to the honors program or upon consultation with the instructor.

SPAN 495 Honors Reading (3) Prerequisite: admittance to Spanish and Portuguese Honors or permission of department. Supervised reading.

SPAN 498 Spanish-American Poetry (3) Main trends, authors and works from the conquest to Ruben Dario.

STAT — Statistics and Probability

STAT 100 Elementary Statistics and Probability (3) Prerequisite: permission of Math Department based on satisfactory score on Math placement exam or MATH 110 or MATH 115. Not open to students who have completed MATH 111 or any MATH or STAT course with a prerequisite of MATH 141. Credit will be granted for only one of the following: MATH 111 or STAT 100. Simplest tests of statistical hypotheses; applications to before-and-after and matched pair studies. Events, probability, combinations, independence. Binomial probabilities, confidence limits. Random variables, expected values, median, variance. Tests based on ranks. Law of large numbers, normal approximation. Estimates of mean and variance.

STAT 400 Applied Probability and Statistics I (3) Prerequisite: MATH 141. Not acceptable toward graduate degrees in STAT, MAPL, or MATH. Credit will be granted for only one of the following: STAT 400 or ENEE 324. Random variables, standard distributions, moments, law of large numbers and central limit theorem. Sampling methods, estimation of parameters, testing of hypotheses.

STAT 401 Applied Probability and Statistics II (3) Prerequisite: STAT 400. Point estimation - unbiased and consistent estimators. Interval estimation. Minimum variance and maximum likelihood estimators. Testing of hypotheses. Regression, correlation and analysis of variance. Sampling distributions. Elements of non-parametric methods. (Not acceptable toward graduate degrees in STAT, MAPL, or MATH.)

STAT 410 Introduction to Probability Theory (3) Prerequisite: MATH 240; and MATH 241. Also offered as SURV 410. Probability and its properties. Random variables and distribution functions in one and several dimensions. Moments. Characteristic functions. Limit theorems.

STAT 411 Introduction to Stochastic Processes (3) Prerequisite: STAT 400. Elementary stochastic processes. Renewal process, random walks, branching process, discrete Markov chains, first passage times, Markov chains with a continuous parameter, birth and death processes. Stationary processes.

STAT 420 Introduction to Statistics (3) Prerequisite: STAT 410 or equivalent. Point estimation, sufficiency, completeness, Cramer-Rao inequality, maximum likelihood. Confidence intervals for parameters of normal distribution. Hypotheses testing, most powerful tests, likelihood ratio tests. Chi-square tests, analysis of variance, regression, correlation. Non-parametric methods.

STAT 430 Introduction to Statistical Computing and SAS (3) Prerequisite: STAT 400 or permission of instructor. Descriptive and inferential statistics. SAS software: numerical and graphical data summaries; merging, sorting and splitting data sets. Least squares, regression, graphics and informal diagnostics, interpreting results. Categorical data, lifetime data, time series. Applications to engineering, life science, business and social science.

STAT 440 Sampling Theory (3) Prerequisite: STAT 401 or STAT 420. Also offered as SURV 440. Simple random sampling. Sampling for proportions. Estimation of sample size. Sampling with varying probabilities. Sampling: stratified, systematic, cluster, double, sequential, incomplete.

STAT 450 Regression and Analysis of Variance (3) Prerequisite: STAT 401 or STAT 420. One, two, three and four-way layouts in analysis of variance, fixed effects models, linear regression in several variables, Gauss-Markov Theorem, multiple regression analysis, experimental designs.

STAT 464 Introduction to Biostatistics (3) Prerequisite: one semester of calculus. 56 semester hours. Junior standing. Probabilistic models. Sampling. Some applications of probability in genetics. Experimental designs. Estimation of effects of treatments. Comparative experiments. Fisher-Irwin test. Wilcoxon tests for paired comparisons. Not acceptable for credit towards degrees in mathematics or statistics.

STAT 470 Actuarial Mathematics (3) Prerequisite: calculus through MATH 240 and MATH 241. Recommended: STAT 400. Major mathematical ideas involved in calculation of life-insurance premiums, including: compound interest and present valuation of future income streams; probability distribution and expected values derived from life tables; the interpolation of probability distributions from values estimated at one-year multiples; the 'Law of Large Numbers' describing the regular probabilistic behavior of large populations of independent individuals; and the detailed calculation of expected present values arising in insurance problems.

STAT 498 Selected Topics in Statistics (1-6) Prerequisite: permission of department. Repeatable to 16 credits. Topics of special interest to advanced undergraduate students will be offered occasionally under the general guidance of the MATH/STAT major committee. Students register for reading in statistics under this number.

SURV — Survey Methodology

SURV 400 Fundamentals of Survey Methodology (3) Prerequisite: STAT 100 or permission of department. Credit will be granted for only one of the following: SURV 699M or SURV 400. Formerly SURV 699M. Introduces the student to a set of principles of survey design that are the basis of standard practices in the field. The course exposes the student to both observational and experimental methods to test key hypotheses about the nature of human behavior that affect the quality of survey data. It will also present important statistical concepts and techniques in simple design, execution, and estimation, as well as models of behavior describing errors in responding to survey questions. Not acceptable to graduate degrees in SURV.

SURV 410 Introduction to Probability Theory (3) Prerequisite: MATH 240; and MATH 241 or permission of department. Credit will be granted for only one of the following: SURV 410 or STAT 410. Probability and its properties. Random variables and distribution functions in one and several dimensions. Moments, characteristic functions, and limit theorems.

SURV 420 Introduction to Statistics (3) Prerequisite: SURV 410 or STAT 410. Not open to students who have completed STAT 420. Mathematical statistics, presenting point estimation, sufficiency, completeness, Cramer-Rao inequality, maximum likelihood, confidence intervals for parameters of normal distributions, chi-square tests, analysis of variance, regression, correlation, and non-parametric methods.

SURV 440 Sampling Theory (3) Prerequisite: STAT 401 or STAT 420. Not open to students who have completed STAT 440. Simple random sampling, sampling for proportions, estimation of sample size, sampling with varying probabilities of selection, stratification, systematic selection, cluster sampling, double sampling, and sequential sampling.

THET — Theatre

THET 110 Introduction to the Theatre (3) Introduction to the people of the theatre: actors, directors, designers and backstage personnel. The core and characteristics of a play script; theatrical forms and styles; and theatre history.

THET 111 Making Theatre: Art and Scholarship (3) Prerequisite: THET 110 or permission of department. Systematic introduction to the tools and techniques used by theatre practitioners.

THET 120 Acting I (3) Two hours of lecture and two hours of laboratory per week. Prerequisite: THET 110 or permission of department. Basic principles of acting techniques. Exercises structured to develop the student's concentration, imagination, sense and emotional memory. Textual analysis, character analysis and scene study; and the application of these techniques to character portrayal through performance of short scenes.

THET 170 Theatre Craft I (3) Two hours of lecture and one hour of laboratory per week. A survey of the fundamentals of theatrical production with emphasis on scenery construction. Practical work on University Theatre productions is included.

THET 171 Theatre Craft II (3) Two hours of lecture and one hour of laboratory per week. A survey of the fundamentals of theatrical production with emphasis on costume construction and lighting design. Practical work on University Theatre productions is included.

THET 182 Stage Makeup (2) Credit will be granted for only one of the following: THET 182 or THET 185. Formerly THET 185. The theory and practice of stage makeup covering character analysis, facial anatomy, application of makeup and period styles in theatrical makeup.

THET 195 Gender and Performance (3) Recommended: THET 110 and THET 111. Intersections between recent research on gender and public performance through history, including theatre, film, and television.

THET 221 Voice for the Actor (3) Prerequisites: THET 110, THET 120 and by audition and permission of department. Freeing the natural voice. Exploration and connection of the actor's voice to thought, impulse, and emotion. Work in release of tension, resonance, extending the voice and articulation.

THET 240 African-Americans in Film and Theatre (3) Two hours of lecture and two hours of discussion/recitation per week. Survey of the history of the image of African Americans in film and theatre.

THET 273 Scenographic Techniques (3) Prerequisite: THET 170 and permission of department. An analysis of the graphic approaches used in various stages of planning and execution of a design for the theatre. Study of drafting techniques and presentational conventions, unique to the theatre.

THET 279 Theatre Workshop I (1) One hour of laboratory per week. Prerequisite: permission of department. Repeatable to 6 credits if content differs. Supervised participation in backstage staffing of University Theatre productions.

THET 284 Stage Costume Construction I (3) Prerequisite: permission of department. Credit will be granted for only one of the following: THET 284 or THET 486. Formerly THET 486. Study and practical experience in garment construction and related costume crafts as used in theatre costume design. Flat pattern development, corset construction, theatrical sewing techniques and organization of the costume construction process.

THET 290 American Theatre 1750 to 1890 (3) Formerly THET 310. Tracing the evolution of the American theatre from the beginning, through 1890, aligning this theatre with the major shifts and movements of American society itself, and arriving at the uniquely American theatre and culture.

THET 291 American Theatre 1890-Present (3) Formerly THET 310. Tracing the evolution of the American theatre during the twentieth century, aligning this theatre with the major shifts and movements of American society itself, and arriving at the uniquely American theatre and culture of today.

THET 293 Black Theatre and Performance I (3) Sophomore standing. Thematic and historical survey of African-American drama from the late nineteenth century to the 1960s. Emphasis on sociopolitical context, thematic thrust, issues, and styles, the aesthetic reflected in the work, impact on African-American and general theatre audiences.

THET 294 Black Theatre and Performance II (3) Sophomore standing. Thematic and historical survey of African-American drama from the 1960s to the present. Emphasis on sociopolitical context, thematic thrust, issues and styles, the aesthetic reflected in the work, impact on African-American and general theatre audiences.

THET 320 Acting II (3) Two hours of lecture and two hours of laboratory per week. Prerequisites: THET 110 and THET 120. Co-requisites: THET 111 and 221. Continuation of THET 120. Emphasis on the fundamentals of acting: personalization, objectives, and characterization.

THET 330 Play Directing I (3) Prerequisites: THET 111 and THET 120 and THET 170 and permission of department. A lecture-laboratory course dealing with the techniques of coordination, designing and guiding the production of a script through to performance. Study and practice in stage composition, movement, pacing, script and character analysis, and rehearsal routines. Emphasis on methods of communicating a script to an audience.

THET 341 Screenwriting I (3) One hour of lecture and two hours of discussion/recitation per week. Prerequisite: Junior English. Not open to students who have completed THET 417 or RTVF 417. Introduction to screenwriting, emphasizing visual literacy necessary for effective television and film writing.

THET 350 American Musical Comedy (3) The evolution of musical comedy through opera to early American extravaganzas and minstrels to the musicals of the 1920's and 1930's. The development and highlights of the form since 1940. The function and form of the libretto, music and lyrics, and the roles of the creative personnel of a musical production. Workshops in performance skills.

THET 371 Scenic Design I (3) Prerequisites: THET 110, THET 111, THET 170 and THET 273 or permission of department. Co-requisite: THET 373 or permission of department. Credit will be granted for only one of the following: THET 371 or THET 375. Formerly THET 375. A study of design theory and style. Methods and techniques of coordination on all elements of scenic design for theatre.

THET 372 Stage Property Design (3) Prerequisite: THET 170 or permission of department. Materials and techniques for the design and execution of stage properties with special emphasis on period research, special materials, and special effects.

THET 373 Rendering for the Theatre (3) Prerequisite: permission of department. Credit will be granted for only one of the following: THET 373 or THET 484. Formerly THET 484. Study in the techniques and tools of drawing and painting. The course is designed for the student to develop rendering and drawing skills for theatrical design presentation.

THET 375 Scenic Design I (3) Prerequisite: THET 273 or permission of department. A study of design theory and style. Methods and techniques of coordination on all elements of scenic design for theatre.

THET 377 Lighting Design I (3) Prerequisite: THET 110, THET 111, THET 171 and THET 273 or permission of department. Credit will be granted for only one of the following: THET 377 or THET 476. Formerly THET 476. A study of the theories of electrification, instruments, design, color, and control for the stage. Practical work on productions.

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THET 383 Costume Design I (3) Prerequisites: THET 110, THET 111, THET 171 and THET 373 or permission of department. Credit will be granted for only one of the following: THET 383 or THET 480. Formerly THET 480. Basic principles of theatre costume design and introduction to rendering skills. Emphasis on development of design conception, unity, character statement, basic clothing design and period style adaptation.

THET 384 Stage Costume Construction II (3) Prerequisite: THET 284 or permission of department. Credit will be granted for only one of the following: THET 384 or THET 487. Formerly THET 487. Study and practical experience in the construction of stage costumes, props and accessories. Pattern development by draping, millinery, crafts and pattern developing through draping.

THET 387 Fundamentals of Theatrical Design (3) Prerequisites: THET 110 and THET 111; or permission of department. Recommended: THET 170, THET 171. Survey of costume, lighting, scenery, and sound design fundamentals.

THET 390 Clothing and Culture (3) Formerly TEXT 345. The development of ancient and non-western forms of dress, including Greek, Roman, Early European, Middle Eastern, Far Eastern, and African costume. Emphasis on clothing as an expression of culture and as an indicator of cultural change.

THET 420 Acting III (3) Prerequisites: THET 221 and THET 320 and by audition and permission of department. Exploration and application of the techniques necessary for the preparation and performance of Shakespeare and other drama.

THET 421 Movement for Actors (3) Prerequisite: permission of department. Studies and intensive exercises to aid the acting student in understanding physical and emotional energy flow, body placement, alignment and body image. The physical aspects of character.

THET 425 Acting IV, Advanced Scene Study (3) Two hours of lecture and two hours of laboratory per week. Prerequisites: THET 420, and by audition, and permission of department. Course seeks to bring together the work of previous performance courses and help the student discover a personal process in creating character in various genre of plays.

THET 429 Actor's Studio (1-3) Prerequisite: permission of department. Repeatable to 6 credits. Participation in dramatic roles executed under faculty supervision in the department's productions. Eligible students must make commitments and plan performances with course instructor during pre-registration.

THET 430 Play Directing II (3) Prerequisite: THET 330 or permission of department. Discussion of the preparation procedures and rehearsal practices necessary for the presentation of a variety of theatrical styles and forms. Emphasis on understanding the relationship between the director, the actor, the script and the audience. A series of student directed scenes supplemented by attendance at theatre productions.

THET 441 Screenwriting for TV and Film II (3) One hour of lecture and three hours of discussion/recitation per week. Prerequisite: Screenwriting I. Not open to students who have completed RTVF 427/627 or THET 427/627. Advanced workshop and seminar for students completing feature length screenplays started in Screenwriting I.

THET 451 Musical Theatre Workshop I (3) Prerequisites: audition and permission of department. Development of the ability to move, act and express through the media of lyric and music.

THET 452 Musical Theatre Workshop II (3) Prerequisite: Audition and permission of department. Development of the ability to move, act and express through the media of lyric and music from the integrated musicals of the 1960's through the development of concert and rock/pop musicals.

THET 460 Theatre Management I (3) Prerequisites: THET 110 and THET 111 or permission of department. The practical tools of theatre management: production philosophies, selecting and balancing a season, tickets and operations, budgeting, graphic arts production, advertising, publicity and other promotional devices.

THET 461 Theatre Management II (3) Prerequisites: THET 110 THET 111 and THET 460; or permission of department. Case studies, discussions, lectures and projects concerning advanced theatre management decision making and administration, including such areas as personnel relations, contract negotiations, theatrical unions, fund raising, touring, audience development and public relations.

THET 471 Scenic Design II (3) Prerequisite: THET 375 and permission of department. Study of styles and techniques in scenic design. Emphasis on individual projects and multi-use theatres.

THET 472 Scene Painting (3) Prerequisites: THET 170 or permission of department. Credit will be granted for only one of the following: THET 472 or THET 473. Formerly THET 473. Scene painting techniques and materials. Three-dimensional realistic scenery and non-realistic two-dimensional projects.

THET 473 Scene Painting (3) Prerequisite: THET 170 or permission of department. Scene painting techniques and materials. Three-dimensional realistic scenery and non-realistic two-dimensional projects.

THET 474 Stage Management (3) Prerequisite: permission of department. Intensive practical study of the techniques and procedures for stage management.

THET 475 Period Style for the Theatre: Fashion and Decor (3) Prerequisites: THET 170 and permission of department. A study of environmental decor, historic ornament and fashion through the ages and their practical application for theatrical production.

THET 476 Lighting Design I (3) Prerequisite: THET 273 or permission of department. A study of the theories of electrification, instruments, design, color, and control for the stage. Practical work on productions.

THET 477 Lighting Design II (3) Prerequisites: THET 476; and permission of department. Advanced projects in lighting design, theoretical and practical intensive study of script analysis and design process.

THET 479 Theater Workshop II (1-3) Prerequisite: permission of department. Repeatable to 6 credits if content differs. Supervised participation in the areas of scenic design, properties, costume or wardrobe, lighting, technical theatre, stage management, and sound.

THET 481 Stage Costume History and Design II (3) One hour of lecture and six hours of laboratory per week. Prerequisites: THET 480; and permission of department. An advanced study of costume design and interpretation leading to understanding and facility in design of stylized productions. Emphasis on design for musical comedy, dance theatre, opera and various non-traditional forms of theatre production.

THET 484 Rendering for the Theatre (3) Two hours of lecture and two hours of laboratory per week. Prerequisite: permission of department. Study in rendering techniques and graphics skills for theatrical design presentation. The course is designed for the student to develop rendering and drawing skills which will result in a portfolio of their work for presentation.

THET 490 Theatre History I (3) Prerequisites: THET 110 and THET 111 or permission of department. The history of western theatre from its origins in classical antiquity through the mid-seventeenth century with emphasis on plays and playwrights, architecture and decor, acting and costuming, and significant personalities. Extensive use of graphic materials, play readings, and production projects.

THET 491 Theatre History II (3) Prerequisite: THET 110, THET 111, and THET 490; or permission of department. The history of western theatre from the late seventeenth century to the late nineteenth century, with emphasis on plays and playwrights, architecture and decor, acting and costuming, and significant personalities. Extensive use of graphic materials, play readings and production projects.

THET 492 History of Theatre: Late Nineteenth Century to the Present (3) Prerequisite: THET 111 or permission of department. Trends in drama and theatrical production from Ibsen to the present.

THET 495 History of Theatrical Theory and Criticism (3) The development of theatrical theory and criticism from the Greeks to the modern theorists. The philosophical basis of theatre as an art form. Important theorists and the practical application of their theories in either play scripts or theatrical productions. Required attendance at selected live theatre productions.

THET 496 African-American Women Filmmakers (3) Also offered as WMST 496. Credit will be granted for only one of the following: THET 496 or WMST 496. Examines the cinematic artistry of African American women filmmakers and the ways in which these films address the dual and inseparable roles of race and gender.

THET 497 Non-Traditional Theatre (3)

THET 499 Independent Study (1-3) Prerequisite: permission of department. Repeatable to 6 credits. An independent study course in which each student completes an assigned major theatre project under close faculty supervision. Projects may culminate with term papers, scenic or costume designs, or a stage production.

UMEI — Maryland English Institute

UMEI 001 English as a Foreign Language: Beginning (12) 22 hours of discussion/recitation per week. Intensive course for the non-native speaker of English who has little or no previous knowledge of English. Focus on the rapid acquisition of the basic features of English grammar and pronunciation and on speaking and understanding American English; reading and writing appropriate to the level will be included. Special fee required for this course. This course does not carry credit towards any degree at the University and does not count in the retention plan.

UMEI 002 English as a Foreign Language: Intermediate I (12) 22 hours of discussion/recitation per week. Intensive course for the non-native speaker of English who has had some previous instruction in English. Emphasis on improving listening and speaking skills, on mastering intermediate grammatical structures, and on expanding vocabulary. Includes practice in reading and writing appropriate to the level. Special fee required for this course. This course does not carry credit towards any degree at the University and does not count in the retention plan.

UMEI 003 English as a Foreign Language: Intermediate II (12) 22 hours of discussion/recitation per week. Intensive course for the non-native speaker of English who has mastered the essential structures of English grammar. Emphasis on improving communicative skills for a wide range of linguistic situations, on rapid expansion of vocabulary, and on improving reading comprehension and basic writing skills. Special fee required for this course. This course does not carry credit towards any degree at the University and does not count in the retention plan.

UMEI 004 English as a Foreign Language: Intermediate III (12) 22 hours of discussion/recitation per week. Intensive course for the non-native speaker of English who has a good command of the basic features of spoken and written English. Emphasis on refining speaking and listening skills, on improving reading speed and comprehension of academic texts, and on developing writing skills for academic courses. Special fee required for this course. This course does not carry credit towards any degree at the University and does not count in the retention plan.

UMEI 005 Advanced English as a Foreign Language (6) 12 hours of discussion/recitation per week. Semi-intensive course for the nearly proficient non-native speaker of English needing additional language instruction prior to undertaking full-time academic study. Speaking and listening skills; improvement of reading speed and comprehension; and development of writing skills. Special fee required for this course. This course does not carry credit towards any degree at the University and does not count in the retention plan.

UMEI 006 English Pronunciation (2) Three hours of discussion/recitation per week. Individualized class for the non-native speaker of English. Diagnosis of individual pronunciation problems. Practice in the correct pronunciation of English sounds and improvement of ability to speak English with proper stress and intonation patterns. Special fee required for this course. This course does not carry credit towards any degree at the University and does not count in the retention plan.

UMEI 007 Advanced Writing for International Students (3) Four hours of discussion/recitation per week. Open to graduate students only. Special fee. A writing skills course for the non-native speaker of English with a good command of spoken English. This course does not carry credit towards any degree at the University and does not count in the retention plan.

UMEI 008 Advanced Oral Communication Skills (2) Four hours of discussion/recitation per week. Prerequisite: permission of department. For advanced non-native speakers of English. Practice in speaking skills relevant to the academic situation. Improvement of speaking skills for various classroom activities such as participating in discussions, making appointments with professors, asking for information and presenting oral reports. Special fee required for this course. This course does not carry credit towards any degree at the University and does not count in the retention plan.

UNIV — Undergraduate Studies

UNIV 099 Internship Seminar Prerequisite: Minimum 2.0 GPA (undergraduates), 3.0 GPA (graduate students); approval of Career Center. Approval of instructor. Complements students' supervised work experiences. Open to all majors; all class levels. Involves exploring career options, developing professional work skills, examining the relationship between internship and academic coursework. Course may be repeated.

UNIV 101 The Student in the University and Introduction to Computer Resources (2) Two hours of lecture per week. Introduces students to University life and current computer resources. In a small classroom setting, students will explore the world of higher education and current technological

advances available to them. Additionally students will explore current databases both internal and external to the University, and how to utilize the World Wide Web as a research tool.

UNIV 108 Markets and Society Colloquium (1) Restricted to students in the Markets and Society program. Provides students with information about the world of business careers. Students hear from a variety of guest speakers, including faculty and professionals from the business community. Students engage in the career exploration process, including self-assessment, information gathering, decision making, and goal setting. Restricted to students in the Markets and Society program.

UNIV 118 Topics in Creativity (3) Two hours of lecture and one hour of discussion/recitation per week. Repeatable to 6 credits if content differs. Interdisciplinary course team taught by faculty from different disciplines. Study of great creative works and creative personalities in a variety of fields. The fields included may vary from semester to semester.

UNIV 128 Topics in Contemporary Science (3) Two hours of lecture and one hour of discussion/recitation per week. Repeatable to 6 credits if content differs. Interdisciplinary course team taught by faculty from different disciplines. Introduction to the broad subject of scientific origins and their relationships to the fundamental questions of our own existence.

UNIV 138 Topics in the Environment (3) Two hours of lecture and one hour of discussion/recitation per week. Repeatable to 6 credits if content differs. Study of the interplay of engineering, the environment, and people in the context of technological changes.

UNIV 148 Topics in Cultural Perspectives (3) Two hours of lecture and one hour of discussion/recitation per week. Repeatable to 6 credits if content differs. Interdisciplinary course team taught by faculty from different disciplines. Comparative study of cultural perspectives across major topics and issues of world importance.

UNIV 158 Topics in Communication (3) Two hours of lecture and one hour of discussion/recitation per week. Repeatable to 6 credits if content differs. Interdisciplinary course team taught by faculty from different disciplines. Comparison of different forms of communication and their roles in society.

UNIV 401 Science, Technology & Society: Certificate Program Capstone (3) Prerequisite: STS Cert. Students or permission of department. Junior standing. Capstone research seminar for students in Science, Technology and Society Certificate Program.

URSP — Urban Studies and Planning

URSP 100 Challenge of the Cities (3) Formerly URBS 100. Contemporary urban patterns, trends and problems. Major urban issues, such as: population change, the economy, land use, housing, neighborhood development, fiscal and unemployment crises, and social, environmental, and political controversies of metropolitan areas. International urbanization patterns and policies.

URSP 320 Planning and the Contemporary City (3) Prerequisite: URSP 240. Credit will be granted for only one of the following: URSP 320, URBS 220, or URBS 320. Formerly URBS 320. A survey of major social, economic, technological and environmental factors influencing the current form of the United States city and the well being of its inhabitants. Emphasis on understanding ways of analyzing urban issues and evaluating alternative planning and policy options.

URSP 372 Diversity and the City (3) Exploration of the different needs of diverse economic, racial/ethnic, and gender groups that live and work in cities, the historical background of differences, the impact of societal structures and group cultures, and how public and private policies do and can affect different groups.

URSP 399 Independent Study (1-3) Junior standing. Repeatable to 6 credits if content differs. Formerly URBS 399. Directed research and study of selected aspects of urban affairs.

URSP 410 The Development of the American City (3) Prerequisite: permission of department. Formerly URBS 410. History of urban policy and city planning in the U.S. Response to changing definitions of urban problems and political issues. Changes in technology, interests, and theories of planners and policy makers.

URSP 465 Urban Life and Change: International Perspective (3) Prerequisite: completion of two CORE Behavioral and Social Sciences courses. Using a comparative approach, this course explores the diversity and similarity in patterns of urbanization, urban life, and urban change throughout the world. Variations are considered at the urban and sub-urban levels; special attention is given to urban areas in less-industrialized countries.

URSP 488 Selected Topics in Urban Studies and Planning (1-3) Prerequisite: permission of department. Repeatable to 6 credits if content differs. Formerly URBS 488. Topics of special interest to advanced urban studies students.

WMST — Women's Studies

WMST 200 Introduction to Women's Studies: Women and Society (3) An interdisciplinary study of the status, roles, and experiences of women in society. Sources from a variety of fields such as literature, psychology, history, and anthropology, focusing on the writings of women.

WMST 210 Women in America to 1880 (3) Also offered as HIST 210. Credit will be granted for only one of the following: WMST 210 or HIST 210. An examination of the economic, family, and political roles of colonial, slave, immigrant and frontier women in America from pre-industrial colonial period through the early stages of nineteenth century industrialization and urbanization.

WMST 211 Women in America Since 1880 (3) Also offered as HIST 211. Credit will be granted for only one of the following: WMST 211 or HIST 211. An examination of women's changing roles in working class and middle class families, the effects of industrialization on women's economic activities and status, and women's involvement in political and social struggles, including those for women's rights, birth control, and civil rights.

WMST 212 Women in Western Europe 1750-Present (3) Also offered as HIST 212. Credit will be granted for only one of the following: WMST 212 or HIST 212. An analysis of the economic, family, and political roles of European women from 1750 to the present. The effects of industrialization on women's work and status, the demographic parameters of women's lives, and women's participation in political events from market riots to suffrage struggles.

WMST 241 Women Writers of French Expression in Translation (3) Also offered as FREN 241. Credit will be granted for only one of the following: WMST 241 or FREN 241. Works and ideas of 20th century women writers of French in Canada, Africa, the Caribbean, and France. Taught in English.

WMST 250 Introduction to Women's Studies: Women, Art and Culture (3) An examination of women's creative powers as expressed in selected examples of music, film, art, drama, poetry, fiction, and other literature. Explores women's creativity in relation to families, religion, education, ethnicity, class, sexuality, and within a cultural tradition shaped by women.

WMST 255 Introduction to Literature by Women (3) Also offered as ENGL 250. Credit will be granted for only one of the following: WMST 255 or ENGL 250. Images of women in literature by and about women.

WMST 275 World Literature by Women (3) Also offered as CMLT 275. Credit will be granted for only one of the following: WMST 275 or CMLT 275. Comparative study of selected works by women writers of several countries, exploring points of intersection and divergence in women's literary representations.

WMST 281 Women in German Literature and Society (3) Also offered as GERM 281. Credit will be granted for only one of the following: WMST 281 or GERM 281. A study of changing literary images and social roles of women from the beginning of the 19th century to the present.

WMST 298 Special Topics in Women's Studies (1-3) Repeatable to 6 credits if content differs.

WMST 298B From Jane Addams to June Cleaver: Women and American Popular (3) Culture, 1880-1950

WMST 300 Feminist Reconceptualizations of Knowledge (3) Prerequisite: permission of department. For WMST majors only. An examination of how the interdisciplinary study of women and gender has generated new questions, challenged traditional methodologies and offered insights on the ways we come to learn, know, and teach. Explores the impact of feminist thinking on various disciplines.

WMST 313 Women and Science (3) Prerequisite: one science course. Also offered as ZOOL 313. Credit will be granted for only one of the following: WMST 313 or ZOOL 313. Participation in and contribution of women to the sciences. Influence of self-images and societal expectations on women's participation, intersection of scholarship with science.

WMST 320 Women in Classical Antiquity (3) Also offered as CLAS 320. Credit will be granted for only one of the following: WMST 320 or CLAS 320. A study of women's image and reality in ancient Greek and Roman societies through an examination of literary, linguistic, historical, legal, and artistic evidence; special emphasis in women's role in the family, views of female sexuality, and the place of women in creative art. Readings in primary sources in translation and modern critical writings.

WMST 325 The Sociology of Gender (3) Prerequisite: 3 credits of sociology. Also offered as SOCY 325. Credit will be granted for only one of the following: WMST 325 or SOCY 325. Institutional bases of gender roles and gender inequality, cultural perspectives on gender, gender socialization, feminism, and gender-role change. Emphasis on contemporary American society.

WMST 326 Biology of Reproduction (3) Prerequisite: BSCI 105 or permission of department. Also offered as BSCI 342. Credit will be granted for only one of the following: WMST 326 or BSCI 342. The biology of the reproductive system with emphasis on mammals and, in particular, on human reproduction. Hormone actions, sperm production, ovulation, sexual differentiation, sexual behavior, contraception, pregnancy, lactation, maternal behavior and menopause.

WMST 336 Psychology of Women (3) Prerequisite: PSYC 100. Also offered as PSYC 336. Credit will be granted for only one of the following: WMST 336 or PSYC 336. A study of the biology, life span development, socialization, personality, mental health, and special issues of women.

WMST 348 Literary Works by Women (3) Prerequisite: two lower-level English courses, at least one in literature; or permission of department. Repeatable to 6 credits if content differs. Also offered as ENGL 348. Credit will be granted for only one of the following: WMST 348 or ENGL 348. The context, form, style and meaning of literary works by women.

WMST 350 Feminist Pedagogy (6) Prerequisite: permission of department. General application of feminist methodology to teaching and communication skills, teaching strategies, motivation, classroom dynamics and knowledge of students' development and learning styles.

WMST 360 Caribbean Women (3) An interdisciplinary analysis of the lives and experiences of women across the Caribbean region, through an examination of their roles in individual, national, social and cultural formations. Special emphasis on contemporary women's issues and organizations.

WMST 380 Feminist Analysis of the Workplace (6) Prerequisite: permission of department. An examination of the world of work from a feminist perspective through theory and experience. Designed to provide students with experiences in work situations that have social, economic, educational and/or political impact on women's lives. Students will develop the skill to theoretically analyze their experience and practically implement feminist models in the workplace.

WMST 400 Theories of Feminism (3) Prerequisite: one course in WMST or a course cross-listed with a WMST course. A study of the multiplicity of feminist theories which have been developed to explain women's position in the family, the workplace, and society. Major feminist writings are considered in the context of their historical moment and in the context of the intellectual traditions to which they relate.

WMST 408 Literature by Women Before 1800 (3) Prerequisite: two English courses in literature or permission of department. Repeatable to 9 credits if content differs. Also offered as ENGL 408. Credit will be granted for only one of the following: WMST 408 or ENGL 408. Selected writings by women in the medieval and early modern era.

WMST 410 Women of the African Diaspora (3) Explores the lives, experiences, and cultures of women of Africa and the African Diaspora — African-America, the Caribbean, and Afro-Latin America. A variety of resources and materials will be used providing a distinctive interdisciplinary perspective.

WMST 420 Asian American Women: The Social Construction of Gender (3) Examines the intersection of gender, race and class as it relates to Asian American women in the United States; how institutionalized cultural and social statuses of gender, race, ethnicity and social class, produce and reproduce inequality within the lives of Asian American women.

WMST 425 Gender Roles and Social Institutions (3) Also offered as SOCY 425. Credit will be granted for only one of the following: SOCY 425 or WMST 425. Relationship between gender roles and the structure of one or more social institutions (e.g., the economy, the family, the political system, religion, education). The incorporation of gender roles into social institutions; perpetuation or transformation of sex roles by social institutions; how changing gender roles affect social institutions.

WMST 430 Gender Issues in Families (3) Prerequisite: SOCY 100 or SOCY 105 or PSYC 100. Also offered as FMST 430. Credit will be granted for only one of the following: WMST 430 or FMST 430. The development of historical, cultural, developmental and psychosocial aspects of masculinity and femininity with the context of contemporary families and the implications for interpersonal relations.

WMST 436 The Legal Status of Women (3) Prerequisite: GVPT 231. Also offered as GVPT 436. Credit will be granted for only

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one of the following: WMST 436 or GVPT 436. An examination of judicial interpretation and application of common, statutory, and constitutional law as these affect the status of women in American society.

WMST 444 Feminist Critical Theory (3) Prerequisite: ENGL 250 or WMST 200 or WMST 250. Also offered as ENGL 444. Credit will be granted for only one of the following: WMST 444 or ENGL 444. Issues in contemporary feminist thought that have particular relevance to textual studies, such as theories of language, literature, culture, interpretation, and identity.

WMST 448 Literature by Women of Color (3) Prerequisite: two English courses in literature or permission of department. Repeatable to 9 credits if content differs. Also offered as ENGL 448. Credit will be granted for only one of the following: WMST 448 or ENGL 448. Literature by women of color in the United States, Britain, and in colonial and post-colonial countries.

WMST 452 Women in the Media (3) Also offered as JOUR 452. Credit will be granted for only one of the following: WMST 452 or JOUR 452. Participation and portrayal of women in the mass media from colonial to contemporary times.

WMST 453 Victorian Women in England, France, and the United States (3) Also offered as HIST 493. Credit will be granted for only one of the following: WMST 453 or HIST 493. Examines the lives of middle and upper-class women in England, France, and the United States during the Victorian era. Topics include gender roles, work, domesticity, marriage, sexuality, double standards and women's rights.

WMST 454 Women in Africa (3) Also offered as HIST 494. Credit will be granted for only one of the following: HIST 494 or WMST 454. The place of women in African societies: the role and function of families; institutions such as marriage, birthing, and child rearing; ritual markers in women's lives; women in the workplace; women's associates; women's health issues; measures designed to control women's behavior; women and development.

WMST 455 Women in Medieval Culture and Society (3) Also offered as HIST 495. Credit will be granted for only one of the following: HIST 495 or WMST 455. Medieval women's identity and cultural roles: the condition, rank and rights of medieval women; their access to power; a study of women's writings and the constraints of social constructs upon the female authorial voice; and contemporary assumptions about women.

WMST 457 Redefining Gender in the U.S., 1880-1935 (3) Also offered as HIST 433. Credit will be granted for only one of the following: HIST 433 or WMST 457. Exploring changing perceptions of gender in the U.S., 1880-1935, and the impact of those changes on the day to day lives of men and women.

WMST 458 Literature by Women After 1800 (3) Prerequisite: two English courses in literature or permission of department. Repeatable to 9 credits if content differs. Also offered as ENGL 458. Credit will be granted for only one of the following: WMST 458 or ENGL 458. Selected writings by women after 1800.

WMST 466 Feminist Perspectives on Women in Art (3) Also offered as ARTH 466. Credit will be granted for only one of the following: WMST 466 or ARTH 466. Principal focus on European and American women artists of the 19th and 20th centuries, in the context of the new scholarship on women.

WMST 468 Feminist Cultural Studies (3) Repeatable to 9 credits if content differs. Each version of this course focuses on one or several forms of popular culture — such as tv, music, film, cyberculture, or genre fiction (for example, science fiction) — and demonstrates how feminists value, critique and explain such forms. Tools of feminist cultural studies include economic and social analyses of power, race, sexuality, gender, class, nationality, religion, technology, and globalization processes.

WMST 471 Women's Health (3) Also offered as HLTH 471. Credit will be granted for only one of the following: WMST 471 or HLTH 471. The women's health movement from the perspective of consumerism and feminism. The physician-patient relationship in the gynecological and other medical settings. The gynecological exam, gynecological problems, contraception, abortion, pregnancy, breast and cervical cancer and surgical procedures. Psychological aspects of gynecological concerns.

WMST 488 Senior Seminar (3) Prerequisite: permission of department. Repeatable to 9 credits if content differs. Seminar for advanced majors in women's studies or other students with appropriate preparation. Interdisciplinary topics will vary each semester.

WMST 492 History of the American Sportswoman: Institutions and Issues (3) Prerequisite: KNES 293. Also offered as KNES 492. Credit will be granted for only one of the following: WMST 492 or KNES 492. Women's involvement in and contributions to America's sporting culture, especially in the 19th and 20th centuries. Pursued in depth are the

interactions among historical perceptions of women's bodies, women's roles, responsibilities, and potential and their sporting lives. Also the effects of role stereotyping and opportunities for and directions taken in developing sport organizations, and other issues affecting women's involvement in institutional sport. Examines gender as a system of relations in the sport nexus.

WMST 493 Jewish Women in International Perspective (3) Prerequisite: one course in Women's Studies, preferably WMST 200 or WMST 250. Also offered as JWST 493. Credit will be granted for only one of the following: WMST 493 or JWST 492 or JWST 493. Using memoirs, essays, poetry, short stories, films, music and the visual arts, course will interrogate what it means/has meant to define oneself as a Jewish woman across lines of difference. Focus is largely on the secular dimensions of Jewish women's lives but will also explore the implications of Jewish law and religious practices for Jewish women. Our perspective will be international, including Ashkenazi and Sephardi women.

WMST 494 Lesbian Communities and Differences (3) Prerequisite: one course in Women's Studies, preferably WMST 200 or WMST 250. The meanings of lesbian communities across many lines of difference. Using lesbian feminists of the 1970s as a starting point, we will look both back and forward in history, tracing changes and exploring the meanings of these in their social and historical contexts.

WMST 496 African-American Women Filmmakers (3) Also offered as THET 496. Credit will be granted for only one of the following: WMST 496 or THET 496. Examines the cinematic artistry of African American women filmmakers and the ways in which these films address the dual and inseparable roles of race and gender.

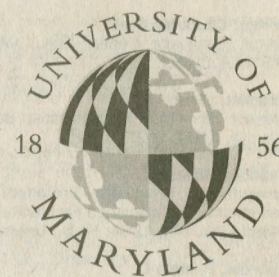
WMST 498 Advanced Special Topics in Women's Studies (3) Prerequisite: permission of department. Repeatable to 9 credits if content differs.

WMST 499 Independent Study (1-3) Prerequisite: one course in women's studies courses and permission of department. Research and writing or specific readings on a topic selected by the student and supervised by a faculty member of the Women's Studies Department.

CHAPTER 9

UNIVERSITY OF MARYLAND

ADMINISTRATORS AND FACULTY



UNIVERSITY OF MARYLAND, COLLEGE PARK, AND UNIVERSITY SYSTEM OF MARYLAND OFFICIALS

University of Maryland, College Park

C.D. Mote, Jr., President
 Gregory L. Geoffroy, Senior Vice President for Academic Affairs and Provost
 William W. Destler, Vice President for Research and Dean of the Graduate School
 Brodie Remington, Vice President for University Relations
 Charles F. Sturtz, Vice President for Administrative Affairs
 William L. Thomas, Jr., Vice President for Student Affairs

University System of Maryland

Donald N. Langenberg, Chancellor
 Charles Middleton, Vice Chancellor for Academic Affairs
 Joseph F. Vivona, Vice Chancellor for Administration and Finance
 John K. Martin, Vice Chancellor for Advancement and President,
 University of Maryland Foundation

Board of Regents

Nathan A. Chapman, Jr., Chair
 Lance W. Billingsley
 Edwin S. Crawford
 Thomas B. Finan, Jr.
 Michael G. Gelman
 Louise Michaux Gonzales
 Nina Rodale Houghton
 The Honorable Steny H. Hoyer

Leronia A. Josey
 Clifford M. Kendall
 Jeong H. Kim
 Admiral Charles R. Larson
 Lillian Hobson Lincoln
 David H. Nevins
 Kevin Oxendine, Student Regent
 William T. Wood
 Henry A. Virts, ex officio

UNIVERSITY OF MARYLAND, COLLEGE PARK, FACULTY

A'Hearn, Michael F.

Professor, Astronomy; B.S., Boston College, 1961; Ph.D., University of Wisconsin-Madison, 1966.

Abed, Eyad

Professor, Electrical & Computer Engineering; Professor, Institute for Systems Research; B.S., Massachusetts Institute of Technology, 1979; M.S., University of California-Berkeley, 1981; Ph.D., 1982.

Abels, Eileen G.

Associate Professor, College of Library and Information Services; B.A., Clark College, 1975; M.L.S., University of Maryland-College Park, 1977; Ph.D., University of California-Los Angeles, 1985.

Achinstein, Sharon

Associate Professor, English; B.A., Harvard University, 1985; Ph.D., Princeton University, 1990.

Adams-Gaston, Javaune M.

Assistant Dean, Division of Letters and Sciences; B.A., University of Dubuque, 1978; M.A., Loras College-Dubuque, 1980; Ph.D., Iowa State University, 1983.

Adams, Jeffrey D.

Professor, Mathematics; B.A., Johns Hopkins University, 1977; Ph.D., Yale University, 1981.

Adams, Lowell W.

Adjunct Associate Professor, Biological Resources Engineering; B.S., Virginia Polytechnic Institute & State University, 1968; M.S., Ohio State University-Columbus, 1973; Ph.D., 1976.

Adams, Lynette P.

Director, Residency Classification; B.S., Northeastern University, 1980; M.A., American University, 1992; J.D., University of Maryland at Baltimore, 1997.

Adams, William W.

Professor & Associate Chair, Mathematics; B.A., University of California-Los Angeles, 1959; Ph.D., Columbia University, 1964.

Adelson, Robert Matthew

Lecturer, School of Music; B.Mus., Northwestern University, 1989; M.Mus., 1990.

Ades, Ibrahim Z.

Associate Professor & Chair, Cell Biology & Molecular Genetics; B.A., University of California-Los Angeles, 1971; Ph.D., 1976.

Adjogah, Ruth P.

Lecturer, Maryland English Institute; B.A., University of Michigan-Ann Arbor, 1970; M.A.-Teach., School for International Training, 1980.

Adkins, Elisabeth

Lecturer, School of Music; B.Mus., University of North Texas, 1978; M.Mus., Yale University, 1980; M.M.A., 1981; D.M.A., 1987.

Adomaitis, Raymond A.

Assistant Professor, Chemical Engineering; Assistant Professor, Institute for Systems Research; B.S., Illinois Institute of Technology, 1984; Ph.D., 1988.

Afflerbach, Peter P.

Professor, Curriculum and Instruction; B.A., State University of New York-Albany, 1978; M.S., 1979; Ph.D., 1985.

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Professor Emeritus, Anthropology; Senior Research Scholar, Anthropology; A.B., Stanford University, 1967; Ph.D., University of California-Berkeley, 1971.

Agarwal, Ritu

Associate Professor, The Robert H. Smith School of Business; B.A., University of Delhi, 1982; M.B.A., Indian Institute of Management, Calcutta, 1984; Ph.D., Syracuse University, 1988; M.S., 1988.

Aggarwal, Rimjhim M.

Assistant Professor, Agricultural and Resource Economics; B.A., University of Delhi, 1987; M.A., Jawaharlal Nehru University, 1989; Ph.D., Cornell University, 1995.

Aggour, Mohamed S.

Professor, Civil & Environmental Engineering; B.S., Cairo University, 1964; M.S., 1966; Ph.D., University of Washington, 1972.

Agrawala, Ashok K.

Professor, Computer Science; Professor, Institute for Advanced Computer Studies; Affiliate Professor, Electrical & Computer Engineering; B.S., Agra University, 1960; B.E., Indian Institute of Science-Bangalore, 1963; M.Eng., 1965; Ph.D., Harvard University, 1970.

Aguilar-Mora, Jorge

Professor, Spanish and Portuguese; B.A., Universidad Nacional de Mexico, 1966; Ph.D., El Colegio de Mexico, 1976.

Ahmad, Imad A.

Adjunct Professor, Honors; Ph.D., University of Arizona, 1970; B.A., Harvard University, 1975.

Ahrens, Richard A.

Professor Emeritus, Nutrition and Food Science; B.S., University of Wisconsin-Madison, 1958; Ph.D., University of California-Davis, 1963.

Aiello, Elaine L.

Lecturer, Special Education; B.S., Gallaudet College, 1966; M.A., Western Maryland College, 1975.

Ainane, Sami

Coordinator of Undergraduate Studies, Mechanical Engineering; B.S., University of Grenoble, 1979; M.S., University of Maryland-College Park, 1983; Ph.D., 1989.

Ainsworth, Pamela

Assistant to the Director, Survey Methodology; B.S., University of Maryland-College Park, 1986; M.B.A., Johns Hopkins University, 1991.

Airozo, James

Associate Director, Honors; B.A., St. John's Seminary-Brighton, 1971; M.A., Boston College, 1974; Ph.D., University of Michigan, 1984.

Akin, David L.

Associate Professor, Aerospace Engineering; Associate Professor, Institute for Systems Research; S.B., Massachusetts Institute of Technology, 1974; S.M., 1975; Sc.D., 1981.

Al-Sheikhly, Mohamad I.

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Assistant Professor, Agricultural and Resource Economics; B.A., Italy, 1987; M.A., 1989; Ph.D., University of California-San Diego, 1992.

Albrecht, Pedro

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234 Administrators and Faculty

Aldoory, Linda

Assistant Professor, Communication; B.A., George Washington University, 1988; M.A., University of Texas-Austin, 1991; Ph.D., Syracuse University, 1998.

Aldridge, Charlotte Groff

Director, Language Center; B.A., University of Florida, 1979; M.A., 1982.

Alexander, James C.

Professor Emeritus, Mathematics; B.A., Johns Hopkins University, 1964; Ph.D., 1968.

Alexander, Millard H.

Distinguished University Professor, Chemistry and Biochemistry; Distinguished Faculty Research Fellow; B.A., Harvard University, 1964; Ph.D., University of Paris, 1967.

Alexander, Pamela C.

Associate Professor, Psychology; B.A., Wake Forest University, 1974; M.A., Emory University, 1978; Ph.D., 1980.

Alexander, Patricia A.

Professor, Human Development; B.A., Bethel College-McKenzie, 1970; M.Ed., James Madison University, 1979; Ph.D., University of Maryland-College Park, 1981.

Alford, Charles F.

Professor, Government and Politics; Distinguished Scholar-Teacher; B.A., Austin College, 1969; M.A., University of Texas-Austin, 1971; Ph.D., 1979.

Alford, Jim L.

Lecturer, Theatre; B.A., Angelo State University, 1977; M.F.A., University of Texas-Austin, 1992.

Allen, Henry

Lecturer, Honors; B.S., Hamilton College, 1967.

Allen, Robert B.

Professor of Practice, College of Library and Information Services; B.A., Reed College, 1973; M.A., University of California-San Diego, 1975; Ph.D., 1979.

Alley, Carroll O., Jr.

Professor, Physics; B.S., University of Richmond, 1948; M.A., Princeton University, 1951; Ph.D., 1962.

Allocca, Nicholas Michael

Lecturer, English; B.S., University of Maryland-College Park, 1986; M.F.A., 1992.

Almon, Clopper

Professor, Economics; B.A., Vanderbilt University, 1956; Ph.D., Harvard University, 1962.

Aloimonos, John

Professor, Computer Science; Professor, Institute for Advanced Computer Studies; B.S., University of Athens-Greece, 1981; M.S., University of Rochester, 1984; Ph.D., 1987.

Alperovitz, Gar

Research Professor, Government and Politics; B.S., University of Wisconsin, 1959; M.A., University of California-Berkeley, 1960; Ph.D., University of Cambridge, 1964.

Alt, Francis B.

Associate Professor, The Robert H. Smith School of Business; B.S.E., Johns Hopkins University, 1967; M.S., Georgia Institute of Technology, 1973; Ph.D., 1977.

Altschul, B.J.

Lecturer, Communication; B.A., University of South Florida, 1970; M.A., University of Maryland-College Park, 1995.

Amde, Amde M.

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Amershek, Kathleen G.

Associate Professor Emerita, Curriculum and Instruction; B.S., Indiana State College-Pennsylvania, 1951; M.Ed., Pennsylvania State University, 1957; Ph.D., University of Minnesota, 1966.

Amey, Earle B.

Lecturer, A. James Clark School of Engineering; B.S., University of Maryland-College Park, 1966; M.S., 1968; Ph.D., 1974.

Ammon, Herman L.

Professor, Chemistry and Biochemistry; B.S., Brown University, 1958; Ph.D., University of Washington, 1963.

Amodeo, Stefania R.

Lecturer, French and Italian; Laurea, University of Genoa, 1964; M.A., Harvard University, 1992.

Anand, Davinder K.

Professor & Chair, Mechanical Engineering; B.S., George Washington University, 1959; M.S., 1961; Ph.D., 1965.

Anastos, George

Professor Emeritus, Biology; B.S., University of Akron, 1942; M.A., Harvard University, 1947; Ph.D., 1949.

Anderson, Amel

Assistant Dean, College of Life Sciences; B.S., Jackson State University, 1962; M.S., University of Houston, 1969; Ed.D., Virginia Polytechnic Institute & State University, 1976.

Anderson, Elaine A.

Associate Professor, Family Studies; B.S., University of Nebraska-Lincoln, 1973; M.S., Pennsylvania State University-University Park, 1975; Ph.D., 1979.

Anderson, Erwin W.

Lecturer, Mechanical Engineering; B.S., Monmouth University, 1966.

Anderson, James Robert

Professor, Physics; B.S., Iowa State University, 1955; Ph.D., 1965.

Anderson, Janet Barrick

Assistant to the Dean, School of Architecture; B.S., University of Maryland-College Park, 1992.

Anderson, John D.

Professor Emeritus, Aerospace Engineering; Distinguished Scholar-Teacher; B.S., University of Florida, 1959; Ph.D., Ohio State University-Columbus, 1966.

Anderson, Judith M.

Lecturer, Maryland English Institute; B.A., University of California-Berkeley, 1975; M.A., 1979; M.A., Stanford University, 1982.

Anderson, Nancy S.

Professor Emerita, Psychology; B.A., University of Colorado-Boulder, 1952; M.A., Ohio State University-Columbus, 1953; Ph.D., 1956.

Andrews, J. Edward, Jr.

Visiting Professor, Education Policy and Leadership; B.S., Frostburg State University, 1957; M.Ed., University of Maryland-College Park, 1961; Ed.D., 1968.

Angel, C. Roselina

Assistant Professor, Animal & Avian Sciences; Affiliate Assistant Professor, Veterinary Medicine, MD Campus of VA-MD; B.S., Iowa State University, 1984; M.S., 1987; Ph.D., 1990.

Angeletti, Kathleen Ann

Director, Office of Student Services, College of Education; B.S., University of Maryland-College Park, 1982; M.A., 1989.

Angle, Jay S.

Associate Dean, College of Agriculture and Natural Resources; Associate Director, Agricultural Experiment Station; Professor, Natural Resource Sciences & Landscape Architecture; B.S., University of Maryland-College Park, 1975; M.S., 1978; Ph.D., University of Missouri-Columbia, 1981.

Anisimov, Mikhail A.

Senior Research Scientist, Institute for Physical Science and Technology; Affiliate Professor, Chemical Engineering; Ph.D., Moscow State University, 1968.

Ankem, Sreeramamurthy

Associate Professor, Materials and Nuclear Engineering; B.Eng., K.R. Engineering College-University of Mysore, 1972; M.Eng., Indian Institute of Science-Bangalore, 1974; Ph.D., Polytechnic Institute of New York, 1980.

Anlage, Steven

Associate Professor, Physics; Affiliated with Center for Superconductivity Research; B.S., Rensselaer Polytechnic Institute, 1982; M.S., California Institute of Technology, 1984; Ph.D., 1988.

Annand, Viki S.

Instructor, College of Health and Human Performance; B.S., Pennsylvania State University-University Park, 1969; M.Ed., George Washington University, 1973; Ed.D., Temple University, 1990.

Anthony, Mary Susan

Lecturer, Theatre; Lecturer, College of Arts and Humanities; M.A., University of Maryland-College Park, 1990; Ph.D., 1997.

Antman, Stuart S.

Professor, Mathematics; B.S., Rensselaer Polytechnic Institute, 1961; M.S., University of Minnesota-Twin Cities, 1963; Ph.D., 1965.

Antonisse, Margaret J.

Lecturer, Hearing and Speech Sciences; B.A., Lafayette College, 1973; M.A., University of Michigan-Ann Arbor, 1976.

Antonsen, Thomas M., Jr.

Acting Director, Institute for Plasma Research; Professor, Electrical & Computer Engineering; Professor, Physics; B.S., Cornell University, 1973; M.S., 1976; Ph.D., 1977.

Anzal, Shinobu

Lecturer, Asian and East European Languages and Cultures; B.A., Shikoku Gakuin University, 1993; M.A., Marshall University, 1995.

Arford, Alissa Ann

Director, The Robert H. Smith School of Business; B.A., University of Maryland-College Park, 1994.

Arias, Jonathan A.

Assistant Professor, Chemistry and Biochemistry; B.A., State University of New York-College at Purchase, 1981; M.S., Purdue University, 1982; Ph.D., University of Colorado-Boulder, 1990.

Armstrong, Earlene

Associate Professor, Entomology; B.S., North Carolina Central University, 1969; M.S., 1970; Ph.D., Cornell University, 1975.

Armstrong, Ronald W.

Professor Emeritus, Mechanical Engineering; B.E.S., Johns Hopkins University, 1955; M.Sc., Carnegie-Mellon University, 1957; Ph.D., 1958.

Arnold, C. Michael

Lecturer, School of Architecture; B.Arch., University of Maryland-College Park, 1984.

Arsenault, Richard J.

Professor, Materials and Nuclear Engineering; B.S., Michigan Technological University, 1957; Ph.D., Northwestern University, 1962.

Ashley, David

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Aspinwall, Lisa G.

Associate Professor, Psychology; B.A., Stanford University, 1987; M.A., University of California-Los Angeles, 1988; Ph.D., 1991.

Assad, Arjang A.

Professor & Area Chair, The Robert H. Smith School of Business; B.S., Massachusetts Institute of Technology, 1971; M.S., 1976; Ph.D., 1978.

Atkins, Ella M.

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Auchard, John

Professor, English; B.A., New York University, 1970; M.A., University of Michigan-Ann Arbor, 1971; Ph.D., University of North Carolina-Chapel Hill, 1980.

Auerbach, Jonathan D.

Professor, English; B.A., University of California-Santa Cruz, 1976; M.A., Johns Hopkins University, 1978; Ph.D., 1984.

Auslander, Joseph

Professor, Mathematics; B.S., Massachusetts Institute of Technology, 1952; M.S., University of Pennsylvania, 1953; Ph.D., 1957.

Austin, Mark A.

Associate Professor, Civil & Environmental Engineering; Associate Professor, Institute for Systems Research; B.E., University of Canterbury, 1980; M.S., University of California-Berkeley, 1982; Ph.D., 1985.

Ausubel, Lawrence M.

Professor, Economics; A.B., Princeton University, 1980; M.S., Stanford University, 1982; M.L.S., 1984; Ph.D., 1984.

Axley, John H.

Professor Emeritus, Natural Resource Sciences & Landscape Architecture; B.A., University of Wisconsin-Madison, 1937; M.S., University of Maryland-College Park, 1942; Ph.D., University of Wisconsin-Madison, 1945.

Aycock, Marvin K., Jr.

Professor Emeritus, Natural Resource Sciences & Landscape Architecture; B.S., North Carolina State University, 1959; M.S., 1963; Ph.D., Iowa State University, 1966.

Ayyub, Bilal M.

Professor, Civil & Environmental Engineering; B.S., Kuwait University, 1980; M.S., Georgia Institute of Technology, 1981; Ph.D., 1983.

Azar, Viviana

Lecturer, Family Studies; B.S., University of Maryland-College Park, 1988; M.S., 1991.

Azarm, Shapour

Professor, Mechanical Engineering; B.S., University of Tehran, 1977; M.S., George Washington University, 1979; Ph.D., University of Michigan-Ann Arbor, 1984.

Azevedo, Roger

Assistant Professor, Human Development; B.A., Concordia University-Montreal, 1989; M.A., 1993; Ph.D., McGill University-Montreal, 1998.

Babin, Nehama E.

Associate Director, Office of Institutional Studies; B.A., University of California-Berkeley, 1971; M.A., Brown University, 1973; Ph.D., University of Maryland-College Park, 1986.

Babuska, Ivo M.

Distinguished University Professor Emeritus, Mathematics; Dipl. Ing., Technical University of Prague, 1949; Ph.D., 1951; Ph.D., Czechoslovak Academy of Sciences, 1955; D.Sc., 1960.

Baden, Andrew R.

Associate Professor & Associate Chair, Physics; B.A., University of Wisconsin-Madison, 1975; B.A., San Francisco State University, 1981; Ph.D., University of California-Berkeley, 1986.

Baecher, Gregory B.

Professor & Chair, Civil & Environmental Engineering; B.S., University of California-Berkeley, 1968; M.S., Massachusetts Institute of Technology, 1970; Ph.D., 1972.

Baeder, James D.

Associate Professor, Aerospace Engineering; B.S., Rice University, 1983; M.S., Stanford University, 1984; Ph.D., 1989.

Baehrecke, Eric

Adjunct Assistant Professor, Cell Biology & Molecular Genetics; B.S., University of Massachusetts-Amherst, 1986; M.S., Texas A&M University-Galveston, 1988; Ph.D., University of Wisconsin-Madison, 1992.

Baer, Ferdinand

Professor, Meteorology; B.A., University of Chicago, 1950; M.S., 1954; Ph.D., 1961.

Bagwell, Drury G., Jr.

Assistant Vice President, Student Affairs; Affiliate Assistant Professor, Counseling and Personnel Services; B.S., University of Tennessee-Knoxville, 1964; M.S., 1968; J.D., 1970.

Bahr, Carolina Rojas

Coordinator, Office of Multi-Ethnic Student Education; B.S., Universidad Catolica, Asuncion, Paraguay, 1979; M.S., University of New Mexico-Albuquerque, 1983.

Bailey, Elaine L.

Instructor, Institute of Applied Agriculture; B.S., Clemson University, 1982; M.S., Iowa State University, 1984.

Bailey, Joseph P.

Assistant Professor, The Robert H. Smith School of Business; B.S., Carnegie-Mellon University, 1992; M.S., Stanford University, 1993; Ph.D., Massachusetts Institute of Technology, 1998.

Bakshi, Gurdip S.

Associate Professor, The Robert H. Smith School of Business; B.Elect.E., Punjab University, 1985; M.S., University of Wisconsin-Madison, 1989; Ph.D., 1992.

Balachander, Subramanian

Assistant Professor, The Robert H. Smith School of Business; B. Tech., Indian Institute of Technology, 1979; P.G.D.M., Indian Institute of Management-Vastrapur, 1983; M.S., Carnegie-Mellon University, 1988; Ph.D., 1991.

Balachandran, Balakumar

Associate Professor, Mechanical Engineering; B.Tech., Indian Institute of Technology-Madras, 1985; M.S., Virginia Polytechnic Institute & State University, 1986; Ph.D., 1990.

Baldwin, Andrew H.

Assistant Professor, Biological Resources Engineering; B.S., Tufts University, 1983; B.S., 1983; Ph.D., Louisiana State University-Baton Rouge, 1996.

Bail, Michael O.

Professor, The Robert H. Smith School of Business; Professor, Institute for Systems Research; B.E.S., Johns Hopkins University, 1972; M.S.E., 1972; Ph.D., Cornell University, 1977.

Ballantyne, Joel S.

Lecturer, English; B.A., University of Florida, 1996; M.F.A., University of Maryland-College Park, 1999.

Ballou, Jonathan Davis

Adjunct Assistant Professor, Biology; B.A., University of Virginia, 1977; M.S., George Washington University, 1985; Ph.D., University of Maryland-College Park, 1995.

Balthrop, Carmen A.

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Bandel, V. Allan

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Banerjee, Manoj K.

Professor, Physics; B.S., Patna University, 1949; M.S., Calcutta University, 1951; Ph.D., 1956.

Banson, Kim E.

Lecturer, Hearing and Speech Sciences; B.A., Pennsylvania State University-University Park, 1991; M.A., University of Maryland-College Park, 1993.

Barao, Scott M.

Associate Professor, Animal & Avian Sciences; B.S., Michigan State University, 1980; M.S., 1983; Ph.D., 1986.

Baras, John S.

Lockheed Martin Chair in Systems Engineering; Director, Center for Satellite and Hybrid Communication Networks; Professor, Electrical & Computer Engineering; Professor, Institute for Systems Research; Affiliate Professor, Computer Science; B.S., National Technical University of Athens, 1970; S.M., Harvard University, 1971; Ph.D., 1973.

Barash, Dmitriy F.

Computer Systems Coordinator, Center for Studies in 19th Century Music; B.S., Leningrad State University, 1980; M.S., 1982.

Barbari, Timothy A.

Professor & Chair, Chemical Engineering; B.S., Colorado School of Mines, 1979; M.S., University of California-Berkeley, 1981; Ph.D., University of Texas-Austin, 1986.

Barbe, David F.

Interim Director, Engineering Research Center; Professor, Electrical & Computer Engineering; B.S., West Virginia University, 1962; M.S., 1964; Ph.D., Johns Hopkins University, 1969.

Barbosa, Pedro

Professor, Entomology; Distinguished Faculty Research Fellow; B.S., City University of New York-City College, 1966; M.S., University of Massachusetts-Amherst, 1969; Ph.D., 1971.

Barker, Donald B.

Professor, Mechanical Engineering; B.S.M.E., University of Washington, 1969; M.S., 1971; Ph.D., University of California-Los Angeles, 1976.

Barkin, Steve M.

Associate Professor, College of Journalism; A.B., Washington University, 1967; M.J., Columbia University, 1968; Ph.D., Ohio State University-Columbus, 1978.

Barkley Brown, Elsa

Associate Professor, History; Associate Professor, Women's Studies; B.A., DePauw University, 1972; Ph.D., Kent State University, 1994.

Barks, Cathy W.

Lecturer, English; B.A., University of Tennessee, 1973; M.A., University of Maryland-College Park, 1988; Ph.D., 1995.

Barlow, Diane Ledbetter

Assistant Dean & Lecturer, College of Library and Information Services; B.S., Auburn University, 1963; M.L.S., University of Maryland-College Park, 1976; Ph.D., 1989.

Barlow, Jewel B.

Director, Glenn L. Martin Wind Tunnel; Associate Professor, Aerospace Engineering; B.Sc., Auburn University, 1963; M.S., 1964; Ph.D., University of Toronto, 1970.

Barnes, Wayne

Lecturer, Electrical & Computer Engineering; B.S., Auburn University, 1987; M.S., Virginia Polytechnic Institute & State University, 1994.

Barnett, Ronald J.

Associate Professor, School of Music; B.Mus., University of Rochester, 1960; M.Mus., University of Maryland-College Park, 1973.

Barr-Harrison, Pat

Lecturer, Curriculum and Instruction; B.A., Johnson C. Smith University, 1964; M.A., Howard University, 1980; Ph.D., University of Maryland-College Park, 1999.

Barry, Jackson G.

Professor, English; B.A., Yale University, 1950; M.A., Columbia University, 1951; Ph.D., Case Western Reserve University, 1963.

Bartol, Kathryn M.

Professor, The Robert H. Smith School of Business; Distinguished Scholar-Teacher; B.A., Marygrove College, 1963; M.A., University of Michigan-Ann Arbor, 1966; Ph.D., Michigan State University, 1972.

Barua, Rajeev K.

Assistant Professor, Electrical & Computer Engineering; Assistant Professor, Institute for Systems Research; B.S., Indian Institute of Technology-Delhi, 1992; M.S., Massachusetts Institute of Technology, 1994; Ph.D., 2000.

Basili, Victor R.

Professor, Computer Science; Professor, Institute for Advanced Computer Studies; B.S., Fordham University, 1961; M.S., Syracuse University, 1963; Ph.D., University of Texas-Austin, 1970.

Bass, Sandra

Assistant Professor, Criminology and Criminal Justice; B.A., San Jose State University, 1990; M.A., University of California-Berkeley, 1991; Ph.D., 1998.

Bassan, Laurie Ellen

Lecturer, Counseling and Personnel Services; B.S., University of Maryland-College Park, 1975; M.A., 1977; A.G.S., 1978; Ph.D., 1993.

Battle, Ann Arlene

Lecturer, Human Development; B.S.N., University of Maryland at Baltimore, 1975; M.S., University of Maryland-College Park, 1992; Ph.D., 1998.

Battle, Conchita Y.

Assistant Director for Administration, Academic Achievement Programs; B.A., Talladega College, 1987; M.P.A., Jacksonville State University, 1990; Ed.D., University of Pennsylvania, 1999.

Battles, Kathleen Joy

Lecturer, Hearing and Speech Sciences; B.S., University of Minnesota-Duluth, 1979; M.A., University of Kansas, 1983; M.A., University of Wisconsin-Milwaukee, 1991.

Bauder, Sarah Joan

Associate Director, Student Aid; B.A., St. Mary's College of Maryland, 1991.

Bauer, Ralph R.

Assistant Professor, English; B.A., University of Erlangen-Nurnberg, 1991; M.A., Michigan State University, 1993; Ph.D., 1997.

Baum, Howell S.

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CHAPTER 10

APPENDICES



Summary of Policies and Regulations Pertaining to Students General Summary

Note: Descriptions of these policies are for general information only. Please refer to specific texts for official language. Modifications may be made or other policies may be added throughout the year. Please contact the Office of Judicial Programs for additional information.

In addition to the policies reprinted or identified elsewhere (e.g., the Code of Student Conduct and Code of Academic Integrity), students enrolled at College Park are expected to be aware of, and to abide by, the policies summarized below. Information about where the complete texts may be consulted follows each summary. This information was compiled and provided by the Office of Judicial Programs.

Alcoholic Beverage Policy and Procedures forbid unauthorized possession, use, or distribution of alcoholic beverages on university property. Certain exceptions are specified. (Information subject to change pending legislation. Originally approved by the Board of Regents, September 26, 1969. Legal drinking age in the State of Maryland is 21 years. Reprinted in Student Handbook.)

Policy on Amplifying Equipment restricts the hours and locations of use of certain forms of sound amplifying equipment, provides a procedure for the authorization of otherwise restricted uses of sound amplifying equipment, and locates responsibility for complaints with those using the equipment. (Adopted by the university Senate, June 2, 1970. Reprinted in the Student Handbook.)

Campus Activities Policies regulate reservation of university facilities, advertising, co-sponsorship, cancellation and postponement, and various other matters relating to programs of student organizations. (Published in the Event Management Handbook. For more information, contact the Campus Reservations Office.)

Computer Use Policy defines standards for reasonable and acceptable use of University computer resources, including electronic mail.

Policy on Demonstrations establishes guidelines for demonstrations and picketing. Stipulates that the university will take steps necessary both to protect the right of individuals or groups to demonstrate and to protect the freedom of speech, assembly, and movement of any individual or group. (Adopted by the university Senate, June 2, 1970. Reprinted in the Student Handbook.)

Examination Rules set general standards for student conduct during examinations. They are applicable to all examinations given at the College Park campus unless contrary instructions are provided by the faculty member administering the examination. (Printed on most university examination books. See also chapter 4.)

Policy on Hazing and Statement on Hazing prohibits hazing, which is defined as "intentionally or recklessly subjecting any person to the risk of bodily harm, or severe emotional distress, or causing or encouraging any person to commit an act that would be a violation of law or university regulations, for the purpose of initiating, promoting, fostering, or confirming any form of affiliation with a student group or organization, as defined by the Code of Student Conduct. The express or implied consent of the victim will not be a defense." For more information, contact the Office of Judicial Programs.

Campus Parking Regulations cover registration, permits, fees, violations, enforcement, fines, towing and impounding, reviews, carpool programs, special events parking, emergency parking, and a number of other areas. Notably, the regulations provide that "[t]he responsibility of finding an authorized parking space rests with the driver." Students who have 55 or fewer credits and live in the "Graham Cracker Complex" cannot register for a parking permit. (Current regulations in effect since July, 1997. An informational

guide is distributed to all who register for parking. For more information, contact the Department of Campus Parking.)

Policy Pertaining to Public Displays defines standards for permissible displays, objects or structures not designed to be continuously carried or held by a demonstrator or picketer so as simultaneously to protect freedom of expression and prevent unreasonable threats to the health, safety, security, or mission of the campus. (Approved by the President, March 29, 1989. For more information, contact the Office of the Vice President for Student Affairs.)

Residence Hall Rules define prohibited conduct in and around campus residence and dining halls, buildings, and at Department of Resident Life-and/or Department of Dining Services-sponsored activities, in addition to that which falls under the Residence Halls/Dining Services Agreement, Code of Student Conduct, and federal, state and local laws. The rules also specify standard sanctions for rule violations, and provide for an adjudication process. (Reprinted in Community Living, the Residence Halls and Dining Services Handbook. For more information, contact the Department of Resident Life.)

Sexual Assault Policy offers advice and guidance for complainants, including assistance in filing criminal complaints. Defines and sets penalties for sexual assault. Specifies that "[s]exual assault is a serious offense and the standard sanction for any sexual assault, including acquaintance rape, is expulsion..."

Student Organization Registration Guidelines define student organizations, responsibilities of officers, and registration, and establish types of registration, a registration process, certain privileges of registered student organizations in good standing, sanctions which may result from registration review, and guidelines for constitutions. (For more information, or for a copy of the guidelines, contact the Office of Campus Programs.)

Declaration of Student Rights Defines certain rights, including expression and inquiry, assembly, thought, conscience, and religion, privacy, due process, and equal protection. Affirms "duties and responsibilities" arising from such rights.

Appendix A: Human Relations Code*

*The Human Relations Code is currently being revised by the Campus Senate to reflect the recent reorganization of the academic units at the University of Maryland, College Park. The following interim procedure is to be in effect until such time as the code is revised by the Campus Senate. For the nondepartmentalized colleges, an assistant vice chancellor shall assume the responsibilities formerly held by the division provost. For the departmentalized colleges, the dean of the college shall assume the responsibilities formerly held by the division provost.

Article I Purpose

- A The University of Maryland, College Park, affirms its commitments to a policy of eliminating discrimination on the basis of race, color, creed, sex, sexual orientation, marital status, personal appearance, age, national origin, political affiliation, physical or mental handicap, or on the basis of the exercise of rights secured by the First Amendment of the United States Constitution. This code is established to prevent or eradicate such discrimination in accordance with due process within the campus community. In doing so the campus recognizes that it must strive actively and creatively to build a community in which opportunity is equalized.
- B Accordingly, the Campus Senate of the University of Maryland, College Park, establishes this Human Relations Code to:

1. prohibit discrimination as defined in this document within the College Park campus community both by educational programs and, to the extent specified herein, by a formal grievance procedure;
 2. establish the responsibilities of the Adjunct Committee on Human Relations of the Senate General Committee on Campus Affairs;
 3. establish the responsibilities of the Office of Human Relations Programs in connection with this code;
 4. establish mediation and grievance vehicles within the colleges of the campus, in conformity with the campus Affirmative Action Plan;
 5. establish the responsibilities of Equal Education and Employment Opportunity (EEEE) Officers.
- C. Every effort will be made to make students and potential students, employees and potential employees, faculty members and potential faculty members aware of the opportunities that the campus provides for every individual to develop and utilize his or her talents and skills. It is the intent of the campus to enhance among its students and employees respect by each person for that person's own race, ethnic background, sex, or sexual orientation as well as appreciation and respect for the race, ethnic background, sex or sexual orientation of other individuals.
- D. Development of a positive and productive atmosphere of human relations on the campus shall be encouraged through effective dialogue and broadening of communications channels. The Adjunct Committee on Human Relations and the Office of Human Relations Programs shall provide support and assistance, as authorized, to any individual or group deemed by them to have a positive probable impact in working toward increased understanding among all individuals and groups on the campus.
- E. The Senate Adjunct Committee on Human Relations shall advise the Office of Human Relations Programs in recommending policies that fulfill the provisions of this code. In particular:
1. The Senate Adjunct Committee on Human Relations shall be an adjunct committee of the standing Senate General Committee on Campus Affairs.
 2. The purpose of the Senate Adjunct Committee on Human Relations shall be to foster better human relations among all individuals and groups on the campus, to advise in the development of positive and creative human relations programs, to advise in the prevention and eradication of all forms of discrimination prohibited by this code, and to make regular assessments of the state of human relations within the purview of this campus.
 3. The functions of the Senate Adjunct Committee on Human Relations may include but are not limited to: requesting the Office of Human Relations Programs to conduct investigations of complaints of discrimination because of race, color, creed, sex, sexual orientation, marital status, personal appearance, age, national origin, political affiliation, physical or mental handicap, or on the basis of the exercise of rights secured by the First Amendment of the United States Constitution; providing an "open forum" for effective dialogue among all segments of the campus community; recommending to appropriate campus bodies educational programs and activities to promote equal rights and understanding; periodically reviewing such programs and activities; initiating studies of campus-sponsored or recognized programs and activities to determine how improvement can be made in respect to human relations; continually reviewing progress toward these ends and making such further recommendations as experience may show to be needed; and participating to the extent set forth herein in formal human relations grievance actions.
- F. There shall be an Office of Human Relations Programs directly responsible to the president. This office shall plan, develop, give direction to and coordinate the overall campus effort to prevent and eliminate discrimination based on race, color, creed, sex, sexual orientation, marital status, personal appearance, age, national origin, political affiliation, physical or mental handicap, or on the basis of the exercise of rights secured by the First Amendment of the United States Constitution, in all areas of campus life (this overall effort is referred to herein as the "Human Relations Program"). The office shall represent, and have direct access to, the president, and shall cooperate with the Senate Adjunct Committee on Human Relations on substantive matters concerning human relations. The office shall assist and coordinate the human relations activities of the Equal Employment and Educational Opportunity officers and the equity officers representing the various units of the campus.

The duties and responsibilities of the Office of Human Relations Programs shall include but not be limited to the following: working with deans, directors, and department chairs to ensure full compliance, in spirit as well as in letter, with laws relating to discrimination and with the campus Human Relations Code; advising campus offices in efforts to assist personnel to recognize and take advantage of career opportunities

within the campus; working with appropriate offices in the surrounding community on such issues as off-campus housing practices affecting campus students and employees, transportation, etc.; recommending to the Off-Campus Housing Office removal from or reinstatement upon lists of off-campus housing, so as to ensure that listed housing is available on a nondiscriminatory basis. (N.B. any final action taken by the university shall be preceded by proper notice to the property owner involved, and an opportunity to be heard); conducting reviews of compliance with the campus Affirmative Action Plan; initiating and carrying out programs for the elimination and prevention of racism and sexism on campus; distributing this code and informing the campus community of the interpretations of its provisions; sending periodic reports to the president and to the Senate Adjunct Committee on Human Relations concerning the Human Relations Programs; and participating to the extent set forth herein in formal human relations grievance actions.

- G. For each of the colleges of the campus, the Division of Administrative Affairs, and the Division of Student Affairs, there shall be an equity officer, who is designated in accordance with the Affirmative Action Plan and who has the duties specified by the campus Affirmative Action Plan and like duties with respect to the forms of discrimination prohibited by this code.

Article II Coverage

A. Kinds of Discrimination Prohibited:

1. Discrimination in employment, job placement, promotion, or other economic benefits on the basis of race, color, creed, sex, sexual orientation, marital status, personal appearance, age, national origin, political affiliation, physical or mental handicap, or on the basis of the exercise of rights secured by the First Amendment of the United States Constitution.
2. Discrimination in criteria of eligibility for access to residence, or for admission to and otherwise in relation to educational, athletic, social, cultural, or other activities of the campus because of race, color, creed, sex, sexual orientation, marital status, personal appearance, age, national origin, political affiliation, physical or mental handicap, or on the basis of the exercise of rights secured by the First Amendment of the United States Constitution.

- B. For the purposes of this code, "personal appearance" means the outward appearance of any person, irrespective of sex, with regard to bodily condition or characteristics, manner or style of dress, and manner or style of personal grooming, including, but not limited to, hair style and beards. It shall not relate, however, to the requirement of cleanliness, uniforms, or prescribed standards, when uniformly applied for admittance to a campus facility, or when uniformly applied to a class of employees, or when such bodily conditions or characteristics, or manner or style of dress or personal grooming presents a danger to the health, welfare or safety of any individual.

- C. This code shall apply to the campus community. The term "campus community" is limited to campus students, faculty, and staff; and to departments, committees, offices and organizations under the supervision and control of the campus administration.

D. Exceptions

1. The enforcement of Federal, State or County laws and regulations does not constitute prohibited discrimination for purposes of this code. Separate housing or other facilities for men and women, mandatory retirement-age requirements, separate athletic teams when required by athletic conference regulations and political, religious and ethnic/cultural clubs are not prohibited.
2. Discrimination is not prohibited where based on a bona fide job qualification or a qualification required for the fulfillment of bona fide educational or other institutional goals. Complaints concerning the legitimacy of such qualifications may be the subject of human relations grievance actions.
3. The provisions of this code shall not apply to potential students or potential employees of the university. However, applicants for admission or employment who believe they have been discriminated against by any part of the campus community may convey such belief together with all relevant facts to the Office of Human Relations Programs, for informational purposes.
4. The grievance procedures under this code shall not apply to judgments concerning academic performance of students (e.g., grades, dissertation defenses), pending further study and action by the Campus Senate and university administration.
5. The campus, with the advice and approval of the Attorney General's Office, shall review on a continuing basis all new laws and regulations that apply to this campus to determine if any shall require changes in the coverage or exceptions to coverage of this code.

- E. This code shall apply to the campus community in relation to, but not only to, the following:
1. All educational, athletic, cultural, and social activities occurring on the campus or in another area under its jurisdiction;
 2. All services rendered by the campus to students, faculty, and staff, such as job placement and job recruitment programs and off-campus listings of housing;
 3. University-sponsored programs occurring off campus, including cooperative programs, adult education, athletic events, and any regularly scheduled classes;
 4. Housing supplied, regulated, or recommended by the campus for students, staff and visitors, including fraternities and sororities;
 5. Employment relations between the campus and all of its employees, including matters of promotion in academic rank, academic salary, and termination of faculty status, as limited in III.M.

Article III Human Relations Enforcement Procedures

- A. In order to identify policies or practices that may reflect discrimination, the Senate Adjunct Committee on Human Relations may request the Office of Human Relations Programs to conduct periodic review of the operation of any unit of the campus. Units shall provide the information necessary for carrying out such reviews. This information shall be submitted through the president's Office. Any such review under the authority granted in this statement of policy shall be undertaken only after specific authorization of the president. In the event that the president fails to authorize an investigation within a reasonable time of the request by the Senate Adjunct Committee on Human Relations, the chair of the Committee shall report that fact, together with reasons as he/she may have received from the president concerning the matter, to the Senate.
- B. The Office of Human Relations Programs on its own motion shall identify policies, practices, or patterns of behavior that may reflect discrimination prohibited by this code or that may conflict with any other campus policy concerning human relations or with the campus Affirmative Action Plan, and shall call these to the attention of the appropriate officials of the unit involved and recommend appropriate action. Those subject to allegations of discrimination shall be afforded all the protections of due process. The office shall endeavor by negotiation to eliminate the alleged discrimination. Where such efforts fail, the office may on its own motion report the matter to the president and to the Senate Adjunct Committee on Human Relations. Documentation of the recommendations by the office in all such cases shall be maintained on file by the office.
- C. To the maximum extent consistent with the purposes of this code, the confidentiality of personal papers and other records and the principle of privileged communication shall be respected by all persons involved in the enforcement procedures of this code. Nothing in this code shall be construed so as to conflict with the requirements of Article 76A of the Maryland Annotated Code. Persons giving information in connection with the procedures described in this code shall be advised by the person receiving such information of the limits of confidentiality which may properly be observed in code procedures and that all documents may be subject to subpoena in subsequent administrative or judicial proceedings.
- D. Any member of the campus community who believes that he or she has been or is being discriminated against in ways prohibited by this code may consult informally and confidentially with the unit EEO Officer and/or the equity officer and/or the Office of Human Relations Programs prior to filing a formal complaint.
- E. The Office of Human Relations Programs shall receive formal complaints from any member or group within the campus community claiming to be aggrieved by alleged discrimination prohibited by this code and/or any other campus document or policy relating to human relations practices. Such complaints should give in writing the names of complainant(s) and respondent(s) and the time, the place, and a specific description of the alleged discrimination. Complaints shall be submitted to the Office of Human Relations Programs, or else to the unit EEO Officer or the equity officer. Complaints must be submitted within one hundred and twenty (120) days of the alleged discrimination act(s), or within one hundred and twenty (120) days of the first date by which the complainant reasonably has knowledge thereof. Complaints not submitted directly to the Office of Human Relations Programs shall be forwarded to the Office of Human Relations Programs within five (5) working days of their receipt. Copies of the complaint shall be forwarded by the Office of Human Relations Programs to the respondent and to the appropriate unit chair or director, dean, or vice president.
- F. Complainants under this code shall be required, as a condition precedent, to waive any alternative campus administrative procedure that may then be available. A complaint that has been heard under some alternative campus procedure cannot subsequently be heard under the procedure of this code. In the case of a complaint heard under the Classified Employees Grievance Procedure, this restriction shall apply only when the complaint has entered Step Three of that procedure.
- G. The Office of Human Relations Programs and/or the equity officer shall ensure that each complainant is informed of his/her right to file the complaint with the appropriate State and Federal agencies. Forms for complaints to State and Federal agencies will be provided or the complainant will be informed where they are available.
- H. All complaints of discrimination that are not connected with the official functions of the campus or do not fall within the scope of discrimination prohibited by this code shall be referred to the appropriate campus, municipal, County, State, or Federal agencies by the Office of Human Relations Programs.
- I. After a complaint has been filed, the Office of Human Relations Programs shall promptly undertake an informal investigation in order to make a preliminary determination as to whether or not the subject matter of the complaint falls within the code, and whether or not there is probable cause for the complaint. This finding shall be reported to the complainant, the respondent, the president, and the chair of the Senate Adjunct Committee on Human Relations. The burden of proof in this investigation and throughout these enforcement procedures rests with the complainant.
- J. If the finding is that there is not probable cause to believe that discrimination has been or is being committed within the scope of this code, the Office of Human Relations Programs may dismiss the complaint. Such dismissal shall be reported to the complainant, the respondent, the president, and the chair of the Senate Adjunct Committee on Human Relations. The complainant in such a case may appeal the dismissal of the case to the Senate Adjunct Committee on Human Relations, which may direct that a Human Relations Grievance Committee conduct a grievance hearing according to the procedures set forth herein, if in the judgment of the Senate Adjunct Committee on Human Relations there is probable cause to believe that discrimination has been or is being committed within the scope of this code. The Senate Adjunct Committee on Human Relations shall have access to the complaint file for this purpose. A record of its deliberations shall be placed in the file according to the procedures established by the Office of Human Relations Programs. If the committee finds no probable cause, it may dismiss the complaint, and report such dismissal to the complainant, the respondent, and the president.
- K. If the finding is that there is probable cause to believe that discrimination has been or is being committed within the scope of this code, the Office of Human Relations Programs shall endeavor to eliminate the alleged discrimination by conference conciliation and persuasion. If by this process, an agreement is reached for elimination of the alleged discrimination, the agreement shall be reduced to writing and signed by the respondent, the complainant and the director of the Office of Human Relations Programs. The agreement shall be available to the president, the equity officer, and to the chair of the Senate Adjunct Committee on Human Relations, upon request.
- L. If a finding of probable cause is made but no mutually satisfactory solution can be reached under the procedures outlined in section K immediately preceding, the Office of Human Relations Programs shall initiate the following procedure: the Office shall notify the Senate Adjunct Committee on Human Relations of the failure to reach a mutually satisfactory solution, whereupon, providing the complainant requests in writing a Human Relations Grievance Hearings, a Human Relations Grievance Committee shall be selected according to the procedures described in Article IV following. Grievance hearing shall be closed unless both parties to the dispute agree that the hearing, or any part thereof, shall be open to the public. All parties to the dispute shall be sent within five (5) working days of the written request of such a hearing, written notification of the time and place of the beginning of the hearing and a specific statement of the charges. Hearings shall be held as promptly as is consistent with allowing adequate time for the parties to prepare their cases. Continuances may be granted within the discretion of the Office of Human Relations Programs. All parties shall have ample opportunity to present their facts and arguments in full during the hearing. All findings, recommendations, and conclusions by the Grievance Committee shall be based solely on the evidence presented during the hearing, and shall be based on a preponderance of the evidence having probative effect. The burden of proof rests with the complainant. The Grievance Committee may be assisted by an adviser. All the parties to the dispute and the Grievance Committee may invite persons to testify during the hearing. Each side shall have the right to cross-examine witnesses. Each party has the right to be represented by counsel or other representative, but the university has no obligation to provide such counsel for any party to the dispute. If a party intends to be represented by legal counsel during the hearing, he/she shall inform the Office of Human Relations Programs of this fact no later

than seventy-two (72) hours prior to the hearing, and that office shall provide that information to the other party or parties. A verbatim record shall be kept of all sessions in which testimony and evidence are presented regarding the case, and this record shall be made available to all parties to the dispute at the conclusion of the proceedings. Upon request the chair of the Grievance Committee may, in his or her discretion, recess the hearing to permit review of the record by one or more parties in the conduct of their case. The chair of a Human Relations Grievance Committee with the advice of the adviser, if there is one, shall rule on all matters of procedure and admissibility of evidence. Any member of the committee not concurring in the ruling of the chair may request a closed session of the committee for debate on the point. A majority vote of the committee will determine the final decision. Formal rules of evidence shall not be applicable to any hearing before a Human Relations Grievance Committee, and any evidence or testimony that the committee believes to be relevant to a fair determination of the complaint may be admitted. The committee reserves the right to exclude incompetent, irrelevant, immaterial and repetitious evidence.

- M. In cases of allegations regarding prohibited discrimination concerning academic employment matters, a Human Relations Grievance Committee shall not substitute its judgment of academic competence for the judgment of the appropriate colleagues of the complainant. The function of the Grievance Committee shall be to determine
 - a. whether there were clearly enunciated university, campus and department standards, policies, procedures, and priorities by which to assess the merit of the complaint, and whether the complainant was given a reasonable opportunity to demonstrate his/her academic merit;
 - b. whether the stated standards, policies, procedures, and priorities were applied to the complainant in a nondiscriminatory manner.
- N. Within ten (10) working days after hearing all the evidence and arguments, the Human Relations Grievance Committee shall prepare a written decision based solely on the evidence presented at the hearing. This decision shall include a summary of the evidence before the committee and the committee's findings as to whether or not a violation of the code has occurred, and the recommendations of the committee. Grievance Committees may recommend whatever forms of relief they deem appropriate, but must take due cognizance of the limitations imposed by State law and by the procedures established by the Board of Regents, for example, the procedures by which promotion in academic rank is achieved. Within five (5) working days after the decision has been filed in the Office of Human Relations Programs, the director of that office will formally notify all parties to the dispute, the president, and the Senate Adjunct Committee on Human Relations of the decision.
- O. The president shall within ten (10) working days of receipt of the decision of the Human Relations Grievance Committee issue an order specifying what actions, if any, must be taken by individuals or groups found to be guilty of violating the provisions of this code.
- P. When a hearing has been scheduled by an outside agency or court, the Office of Human Relations Programs may, with the approval of the Senate Adjunct Committee on Human Relations, prior to the convening of a Human Relations Grievance Committee to hear a case, postpone or terminate the campus grievance proceedings when such postponement or termination is in its judgment warranted by administrative considerations such as staff limitations and workload, or at the request of a party upon a showing that the campus hearing will either conflict with the off-campus hearing, or that participation in the campus hearing will unreasonably burden a party's preparation of his/her case or otherwise work to his/her prejudice. Such postponement or termination shall be reported to the complainant, respondent, and president. In any case where a complaint has been the subject of prior administrative or judicial resolution or where a complaint becomes the subject of such resolution during the course of proceedings under this code, the procedures of this code will not be applicable or will terminate, as the case may be.
- Q. The president shall provide a written explanation of the order whenever that order is not in keeping with the findings and recommendations of the Human Relations Grievance Committee. This explanation shall be sent to all parties to the dispute, to the chair of the Senate Adjunct Committee on Human Relations, to the director of the Human Relations Programs, and to the chair of the Senate. The chair of the Senate Adjunct Committee on Human Relations shall report to the Senate Executive Committee concerning the order and explanation at the next meeting of the Executive Committee, and that body shall put the matter on the agenda of the next meeting of the Senate.
- R. When required by law, copies of the Human Relations Grievance Committee's findings and recommendations and of the Chancellor's order and explanation, if any, shall be sent to the State and Federal agencies charged with enforcement of Article 49B of the Annotated Code of Maryland and the Equal Employment Opportunity Act of 1968 or their successors.

S. When a complainant receives a decision on his/her charge of discrimination from a Human Relations Grievance Committee that decision shall not be subject to review under any grievance procedure in force on the campus.

T. No affirmative relief shall be made to a complainant by the University unless the complainant executes the following release as part of a settlement agreement:

The complainant hereby waives, releases, and covenants not to sue the University of Maryland or its officers, agents, or employees with respect to any matters that were or might have been alleged as charges filed under the Human Relations Code in the instant case, subject to performance by the University of Maryland, its officers, agents, and employees, of the promises contained in this settlement agreement.

Article IV Constitution of Human Relations Grievance Committee

- A. A Human Relations Grievance Committee shall consist of five members selected by an affirmative vote of at least two members of a selection panel consisting of 1) The vice president of the unit of the campus within which the alleged discrimination falls. In cases of disputed jurisdiction, decisions as to which vice president shall participate will be made by the several vice presidents. 2) The director of the Office of Human Relations Programs. 3) The chair of the Senate Adjunct Committee on Human Relations. If any of these persons is unable to participate, he or she shall designate a suitable replacement.
- B. The selection of a Human Relations Grievance Committee shall be made in such a way as to promote a fair and impartial judgment. An effort shall be made to constitute the Grievance Committee of persons reasonably familiar with the kind of employment or other situation that the case concerns.
- C. A determined effort shall be made to gain the consent of complainant and respondent concerning the membership of the Grievance Committee. If in the judgment of the selection panel such efforts become unreasonably prolonged, membership will be determined by majority vote of the selection panel.
- D. None of the members of a Grievance Committee shall have been involved in the action that is the subject of the complaint. This selection panel shall remove a member of a Grievance Committee whenever it finds that member to have a personal involvement in that case; and may excuse a member from serving on the Grievance Committee on grounds of illness or on other reasonable grounds.
- E. Members of the Senate Adjunct Committee on Human Relations shall not be eligible concurrently for inclusion on Human Relations Grievance Committees.
- F. The chair of a Human Relations Grievance Committee shall be elected by the members of the committee.
- G. Members of a Human Relations Grievance Committee and those officially involved in a hearing shall not be penalized either academically or financially for time missed from work or classes during official meetings of the committee.

Article V The Equal Education and Employment Opportunity Officer

- A. Equal Education and Employment Opportunity Officers shall be instrumental in the implementation of the Human Relations Code within each unit of the College Park campus.
- B. Employees on all levels within each unit of the campus will have access to the assistance of an EEO Officer. In non-academic units, EEO Officers shall be elected by unit employees under the supervision of the equity officer within whose responsibility the unit falls, or shall be selected by the unit director in consultation with the appropriate equity officer, in either case in accordance with the Affirmative Action Plan of that unit. EEO Officers in the academic colleges shall be chosen in the manner prescribed by the council of each college.
- C. The functions of EEO Officers shall include but not be limited to:
 - 1. Advising unit administrators with respect to the preparation plans, procedures, regulations, reports, and other matters pertaining to the campus Human Relations Program.
 - 2. Evaluating periodically the effectiveness and sufficiency of unit Affirmative Action Plans and other unit plans in relation to the goals of this code, and reporting these to unit administrators with recommendations as to what improvements or corrections are needed.
 - 3. Participating in the development of policies and programs within units with respect to hiring and recruitment, training and upgrading, and in all matters pertaining to the elimination of discrimination prohibited by this code. If a unit fails to develop policies and programs of this

nature, it is the task of the EEO officer to act in an advocacy role and call this fact first to the attention of the unit administrator, and if no responsive action ensues, then to the Collegiate Assistant for Affirmative Action. The EEO officer is free at all times to report such cases directly to the Office of Human Relations Programs and the Senate Adjunct Committee on Human Relations.

4. Serving in a liaison capacity between the unit to which he/she is assigned and all segments of its personnel and attempting to remedy problems brought to his/her attention regarding alleged discrimination.
5. Advising students or employees of the unit who have reason to believe that discrimination as defined in this code is occurring. At the request of the aggrieved person the EEO officer shall keep any or all aspects of the grievance confidential until a formal complaint has been filed. If the aggrieved so requests, the EEO officer shall attempt to resolve the matter, calling upon the assistance of the equity officer where appropriate. The EEO officer will keep a record of such advisory and conciliatory activities and periodically brief the equity officer.
6. Advising and otherwise aiding complainants in making formal complaints under this code. When a complaint is filed with an EEO officer, the complaint shall be forwarded by that officer within five (5) working days to the equity officer and the Office of Human Relations Programs. The EEO officer shall be available to assist in a preliminary investigation of the complaint conducted under the general supervision of the Office of Human Relations Programs, to determine whether there is probable cause to believe that prohibited discrimination has occurred.
7. Making recommendations to the Office of Human Relations Programs to help facilitate human relations programs on campus.
8. Assisting units in publicizing the functions of EEO officers.
9. Collecting pertinent information regarding hiring, upgrading and promotion opportunities within units and disseminating such information to appropriate personnel.
- D. The EEO officer shall have the full support of the unit administration, the college administration, and the Office of Human Relations Programs. The EEO officer shall be afforded reasonable time from other regular duties to perform the functions of the office. These functions shall qualify as part of a workday in the case of a staff member and as partial fulfillment of required committee loads in the case of faculty. The EEO officer shall be free from interference, coercion, harassment, discrimination, or unreasonable restraints in connection with the performance of the duties specified in this code.

Article VI Effective Date

This code shall be effective as of October 18, 1976, and shall apply only to those complaints alleging discriminatory acts that occurred on or after that date.

Appendix B: Campus Policy and Procedures on Sexual Harassment

*Approved by the President
August 1, 1991*

I. Policy

The University of Maryland, College Park, is committed to maintaining a work and learning environment in which students, faculty, and staff can develop intellectually, professionally, personally, and socially. Such an environment must be free of intimidation, fear, coercion, and reprisal. The campus prohibits sexual harassment. Sexual harassment may cause others unjustifiable offense, anxiety and injury. Sexual harassment threatens the legitimate expectation of all members of the campus community that academic or employment progress is determined by the publicly stated requirements of job and classroom performance, and that the campus environment will not unreasonably impede work or study.

Sexual harassment by university faculty, staff, and students is prohibited. This constitutes campus policy. Sexual harassment may also constitute violations of the criminal and civil laws of the State of Maryland and the United States. For the purpose of this campus policy, sexual harassment is defined as: (1) unwelcome sexual advances; or (2) unwelcome requests for sexual favors; and (3) other behavior of a sexual nature where:

- A. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or participation in a university-sponsored educational program or activity; or

B. Submission to or rejection of such conduct by an individual is used as the basis for academic or employment decision affecting that individual; or

C. Such conduct has the purpose or effect of unreasonably interfering with an individual's academic or work performance, or of creating an intimidating, hostile, or offensive educational or working environment.

In assessing whether a particular act constitutes sexual harassment forbidden under this policy, the standard shall be the perspective of a reasonable person within the College Park campus community. The rules of common sense and reason shall prevail. Allegations of sexual harassment shall be judged with attention to the facts particular to the case and the context in which the alleged incident(s) occurred.

Conduct prohibited under this policy may manifest itself in many different ways. Sexual harassment may, for example, be as undisguised as a direct solicitation of sexual favors, or solicitation accompanied by overt threats. Harassment may also arise from behavior which has the effect of creating an intimidating, hostile, or offensive educational or working environment. Harassment may also be implied, arising from the relative situation of the parties. In this regard, if pervasive or continuous, the following types of acts are more likely than not to result in allegations of sexual harassment: unwelcome physical contact, sexual remarks about a person's clothing, body, or sexual relations, conversation of a sexual nature or similar jokes and stories, and the display of sexually explicit materials in the workplace or used in the classroom which are without defensible educational purpose.

Sexual harassment may occur within a variety of relationships. It may occur among peers. It may occur where no relation exists between the parties other than being co-employees, or co-students. Especially injurious, on the other hand, is harassment in relationships characterized by an inequality of power, where one party has institutional authority over the other. Inherent in these relationships is the power and fear of reprisal. Typically, such relationships are found between employer and employee; senior faculty and junior faculty; graduate teaching assistant and undergraduate; and faculty and student, when the student is enrolled in a faculty member's class or when the student is in a continuing position to require evaluation or work or letters of recommendation from the faculty. Such relationships can be immediate, here and now, or based upon future expectations, e.g., the need for future evaluations and references. Sexual harassment may occur between persons of the same or different genders.

Education and awareness are the best tools for the elimination of sexual harassment. The campus is committed to taking appropriate action against those who violate the provisions of the Policy. The campus is committed to protecting targets of harassment from retaliation.

II. Procedures

Individuals who believe themselves subjected to an incident of sexual harassment should be aware that there are many ways to bring it to the attention of the university, and, where proper, obtain redress or protection. There is an informal route. There are also more formal procedures of long-standing which are sufficiently broad to deal with sexual harassment. Preventing sexual harassment is a responsibility of the entire campus community. The campus has made this a priority, but ultimately, no satisfactory investigation or resolution of a complaint can occur without the initiative and continuous cooperation of the person who feels injured. Similarly, allegations of sexual harassment are extremely serious, with potential for great harm to all persons if ill-conceived or without foundation. Procedures which implement campus policy recognize that potential. The campus is committed to protecting the rights of the alleged offender as well as the offended.

A. Informal Consideration

An incident of sexual harassment may be reported to any campus or university official or faculty member, including an individual's supervisor, department chair or dean, the Director of Personnel, a departmental or college equity officer, the Director of the Office of Human Relations, and to the President's Legal Office. When an individual receives a report of sexual harassment, he or she will notify the Legal Office prior to taking any action to investigate or resolve the matter informally. The Legal Office will normally manage and coordinate all matters relating to complaints. Complainants will be advised of relevant campus policies and procedures, and the informal and formal means of resolving the matter will be explained. While a written complaint is not required to initiate an informal investigation, the Legal Office must receive a signed complaint from the offended person before any sanctions or other action can be undertaken against an individual for sexual harassment. If the matter is to be investigated, consideration shall be given to the situation and wishes of the complainant. The investigation of a complaint will include discussing the matter with the person accused of sexual harassment. The findings of

the investigation shall be confidentially reported to the president and to the relevant vice president, dean, chairman or supervisor for any necessary action. Sanctions for sexual harassment may range from reprimand to termination, depending upon the circumstances of the case.

B. Formal Complaints

Formal grievance procedures for resolving sexual harassment complaints are available based on the classification of the aggrieved person. All faculty members may file with the dean of their academic unit under the Faculty Grievance Procedure contained within the Faculty Handbook of the College Park Campus, University of Maryland. Associate Staff employees may file with the Employee Specialist under the Associate Staff Grievance Procedure contained within the Personnel Policies and Rules for Associate Staff Employees of the University of Maryland. Office of Personnel, Chesapeake Building, 405-5648. Classified employees may file with the Employee Specialist under the Classified Grievance Procedure contained within The Handbook of Classified Employees, Office of Personnel, Chesapeake Building, 405-5648. Students may file under the Code of Student Conduct, Office of Judicial Programs, 2108 Mitchell Building, 314-8204. Faculty, associate staff, classified staff, and students may file under the UNIVERSITY OF MARYLAND, COLLEGE PARK Human Relations Code with a campus unit equity administrator or the campus Compliance Officer, Office of Human Relations Program, Shriver Laboratory, (301) 405-2838.

Appendix C: Code of Student Conduct and Annotations

*Approved by the Board of Regents
January 25, 1980
Amended effective September 3, 1991*

Note: Different procedures and penalties are applicable in cases involving allegations of academic dishonesty. Please refer to the Code of Academic Integrity, available from the Office of the Student Honor Council (301-314-8204). (The code is also reprinted in chapter 4.)

Footnotes which appear throughout the Code of Student Conduct refer to the Annotations listed at the end of this appendix.

Rationale

1. The primary purpose for the imposition of discipline in the university setting is to protect the campus community. Consistent with that purpose, reasonable efforts will also be made to foster the personal and social development of those students who are held accountable for violations of university regulations.¹

Definitions

2. When used in this Code:²
 - (a) the term "aggravated violation" means a violation which resulted or foreseeably could have resulted in significant damage to persons or property or which otherwise posed a substantial threat to the stability and continuance of normal university or university-sponsored activities.
 - (b) the term "distribution" means sale or exchange for personal profit.
 - (c) the term "group" means a number of persons who are associated with each other and who have not complied with university requirements for registration as an organization.
 - (d) the terms "institution" and "university" mean the University of Maryland at College Park.
 - (e) the term "organization" means a number of persons who have complied with university requirements for registration.
 - (f) the term "reckless conduct" means action which any member of the university community can be expected to know would create a clear risk of harm to persons or property, or would disrupt the lawful activities of others, including studying, teaching, research, and university administration.³ *
 - (g) the term "student" means a person taking or auditing courses at the institution either on a full- or part-time basis.⁴
 - (h) the term "university premises" means buildings or grounds owned, leased, operated, controlled or supervised by the university.
 - (i) the term "weapon" means any object or substance designed to inflict a wound, cause injury, or incapacitate, including, but not limited to, all

firearms, pellet guns, switchblade knives, knives with blades five or more inches in length.

- (j) the term "university-sponsored activity" means any activity on or off campus which is initiated, aided, authorized or supervised by the university.
- (k) the terms "will" or "shall" are used in the imperative sense.

Interpretation of Regulations

3. Disciplinary regulations at the university are set forth in writing in order to give students general notice of prohibited conduct. The regulations should be read broadly and are not designed to define misconduct in exhaustive terms.

Inherent Authority

4. The university reserves the right to take necessary and appropriate action to protect the safety and well-being of the campus community.⁵

Student Participation

5. Students are asked to assume positions of responsibility in the university judicial system in order that they might contribute their skills and insights to the resolution of disciplinary cases. Final authority in disciplinary matters, however, is vested in the university administration and in the Board of Regents.

Standards of Due Process

6. Students subject to expulsion, suspension⁶ or disciplinary removal from university housing⁷ will be accorded a judicial board hearing as specified in Part 29 of this Code. Students subject to less severe sanctions will be entitled to an informal disciplinary conference,⁸ as set forth in Parts 31 and 32.
7. The focus of inquiry in disciplinary proceedings shall be the guilt or innocence of those accused of violating disciplinary regulations. Formal rules of evidence shall not be applicable, nor shall deviations from prescribed procedures necessarily invalidate a decision or proceeding, unless significant prejudice to a student respondent or the university may result.⁹

Violations of Law and Disciplinary Regulations

8. Students may be accountable to both civil authorities and to the university for acts which constitute violations of law and of this Code.¹⁰ Disciplinary action at the university will normally proceed during the pendency of criminal proceedings and will not be subject to challenge on the ground that criminal charges involving the same incident have been dismissed or reduced.

Prohibited Conduct

9. The following misconduct is subject to disciplinary action:
 - (a) intentionally or recklessly causing physical harm to any person on university premises or at university-sponsored activities, or intentionally or recklessly causing reasonable apprehension of such harm.
 - (b) unauthorized use, possession or storage of any weapon on university premises or at university-sponsored activities.
 - (c) intentionally initiating or causing to be initiated any false report, warning or threat of fire, explosion or other emergency on university premises or at university-sponsored activities.
 - (d) any act or omission committed on- or off-campus that constitutes a serious criminal offense. A serious criminal offense is hereby defined as being an action which Maryland state law identifies as a felony and which indicates that the student constitutes a substantial and continuing danger to the safety or property of the university or members of the campus community.
 - (e) knowingly violating the terms of any disciplinary sanction imposed in accordance with this Code.
 - (f) intentionally or recklessly misusing or damaging fire safety equipment.
 - (g) Unauthorized distribution or possession for purposes of distribution of any controlled substance or illegal drug¹¹ on university premises or at university-sponsored activities.
 - (h) intentionally furnishing false information to the university.
 - (i) making, possessing, or using any forged, altered, or falsified instrument of identification on university premises, or at university-sponsored activities; making, possessing, or using any forged, altered, or falsified university document, on- or off-campus.
 - (j) intentionally and substantially interfering with the freedom of expression of others on university premises or at university-sponsored activities.¹²

- (k) theft of property or of services on university premises or at university-sponsored activities; knowing possession of stolen property on university premises or at university-sponsored activities.
- (l) intentionally or recklessly destroying or damaging the property of others on university premises or at university-sponsored activities.
- (m) engaging in disorderly or disruptive conduct on university premises or at university-sponsored activities which interferes with the activities of others, including studying, teaching, research, and university administration.*
- (n) failure to comply with the directions of university officials, including campus police officers, acting in performance of their duties.
- (o) violation of published university regulations or policies, as approved and compiled by the Vice President for Student Affairs.¹³ Such regulations or policies may include the residence hall contract, as well as those regulations relating to entry and use of university facilities, sale or consumption of alcoholic beverages, use of vehicles** and amplifying equipment, campus demonstrations, and misuse of identification cards.
- (p) use or possession of any controlled substance or illegal drug on university premises or at university-sponsored activities.¹⁴ ***
- (q) unauthorized use or possession of fireworks on university premises.

* The response of fire, police, or emergency personnel to a non-frivolous call, or action taken by them on their own initiative pursuant to policy is not considered a disruption or reckless action within the meaning of this section.

** Parking and traffic violations may be processed in accordance with procedures established by the Vice President for Student Affairs.

*** This charge is considered an aggravated violation as defined by Part 2 (a) and may result in suspension or expulsion from the university.

Sanctions

10. Sanctions for violations of disciplinary regulations consist of:
 - (a) **EXPULSION:** permanent separation of the student from the university. Notification will appear on the student's transcript. The student will also be barred from the university premises (expulsion requires administrative review and approval by the President and may be altered, deferred or withheld).
 - (b) **SUSPENSION:** separation of the student from the university for a specified period of time. Permanent notification will appear on the student's transcript. The student shall not participate in any university-sponsored activity and may be barred from university premises. Suspended time will not count against any time limits of the Graduate School for completion of a degree. (Suspension requires administrative review and approval by the Vice President for Student Affairs and may be altered, deferred or withheld).
 - (c) **DISCIPLINARY PROBATION:** the student shall not represent the university in any extracurricular activity or run for or hold office in any student group or organization. Additional restrictions or conditions may also be imposed. Notification will be sent to appropriate university offices, including the Office of Campus Activities.
 - (d) **DISCIPLINARY REPRIMAND:** the student is warned that further misconduct may result in more severe disciplinary action.
 - (e) **RESTITUTION:** the student is required to make payment to the university or to other persons, groups, or organizations for damages incurred as a result of a violation of this Code.
 - (f) **OTHER SANCTIONS:** other sanctions may be imposed instead of or in addition to those specified in sections (a) through (e) of this part. For example, students may be subject to dismissal from university housing for disciplinary violations which occur in the residence halls. Likewise, students may be subject to restrictions upon or denial of driving privileges for disciplinary violations involving the use or registration of motor vehicles. Work or research projects may also be assigned.
11. Violations of sections (a) through (g) in Part 9 of this Code may result in expulsion from the university¹⁵, unless specific and significant mitigating factors are present. Factors to be considered in mitigation shall be the present demeanor and past disciplinary record of the offender, as well as the nature of the offense and the severity of any damage, injury, or harm resulting from it.
12. Violations of sections (h) through (k) in Part nine of this Code may result in suspension from the university, unless specific and significant mitigating factors as specified in Part 11 are present.
13. Repeated or aggravated violations of any section of this Code may also result in expulsion or suspension or in the imposition of such lesser penalties as may be appropriate.
14. Attempts to commit acts prohibited by this Code shall be punished to the same extent as completed violations.¹⁶

15. Penalties for off-campus misconduct shall not be more severe than for similar on-campus conduct.

Interim Suspension¹⁷

16. The Vice President for Student Affairs or a designee may suspend a student for an interim period pending disciplinary proceedings or medical evaluation, such interim suspension to become immediately effective without prior notice, whenever there is evidence that the continued presence of the student on the university campus poses a substantial threat to him or herself or to others or to the stability and continuance of normal university functions.
17. A student suspended on an interim basis shall be given an opportunity to appear personally before the Vice President for Student Affairs or a designee within five business days from the effective date of the interim suspension in order to discuss the following issues only:
 - (a) the reliability of the information concerning the student's conduct, including the matter of his or her identity;
 - (b) whether the conduct and surrounding circumstances reasonably indicate that the continued presence of the student on the university campus poses a substantial threat to him or herself or to others or the stability and continuance of normal university functions.

The Judicial Programs Office

18. The Judicial Programs Office directs the efforts of students and staff members in matters involving student discipline. The responsibilities of the office include:
 - (a) determination of the disciplinary charges to be filed pursuant to this Code.
 - (b) interviewing and advising parties¹⁸ involved in disciplinary proceedings.
 - (c) supervising, training, and advising all judicial boards.
 - (d) reviewing the decisions of all judicial boards.¹⁹
 - (e) maintenance of all student disciplinary records.
 - (f) development of procedures for conflict resolution.
 - (g) resolution of cases of student misconduct, as specified in Parts 31 and 32 of this Code.
 - (h) collection and dissemination of research and analysis concerning student conduct.
 - (i) submission of a statistical report each semester to the campus community, reporting the number of cases referred to the office, the number of cases resulting in disciplinary action, and the range of sanctions imposed.²⁰

Judicial Panels

19. Hearings or other proceedings as provided in the Code may be held before the following boards or committees:
 - (a) **CONFERENCE BOARDS**, as appointed in accordance with Part 32 of this Code.
 - (b) **RESIDENCE BOARDS**, as established and approved by the Vice President for Student Affairs.²¹ Students residing in group living units owned, leased, operated or supervised by the university may petition the Vice President for authority to establish judicial boards. Such boards may be empowered to hear cases involving violations of the Code, as prescribed by the Vice President for Student Affairs.
 - (c) **THE CENTRAL BOARD** hears cases involving disciplinary violations which are not referred to Residence Boards or resolved in accordance with Parts 31 and 32 of this Code. The Central Board is composed of five full-time students, including at least two graduate students.
 - (d) **THE APPELLATE BOARD** hears appeals from Residence Boards, the Central Board, and ad hoc boards, in accordance with Part 41 of this Code. The Appellate Board is composed of five full-time students, including at least two graduate students.
 - (e) **AD HOC BOARDS** may be appointed by the Director of Judicial Programs when a Conference Board, a Residence Board, the Central Board, the Appellate Board or the Senate Adjunct Committee are unable to obtain a quorum or are otherwise unable to hear a case.²² Each ad hoc board shall be composed of three members, including at least one student.
 - (f) **THE SENATE COMMITTEE ON STUDENT CONDUCT** hears appeals as specified in Part 40 of this Code. The committee also approves the initial selection of all judicial board members, except members of conference and ad hoc boards.²³
20. The presiding officer of each judicial board and of the Senate Adjunct Committee on Student Conduct may develop bylaws which are not

inconsistent with any provision in this Code. Bylaws must be approved by the Director of Judicial Programs.²⁴

Selection and Removal of Board Members

21. Members of the various judicial boards are selected in accordance with procedures developed by the Director of Judicial Programs.
22. Members of conference and ad hoc boards are selected in accordance with Parts 32 and 19 (e), respectively.
23. Prospective members of the Central Board and the Appellate Board are subject to confirmation by the Senate Committee on Student Conduct.
24. Members of the Senate Committee on Student Conduct are selected in accordance with the bylaws of the university Senate.
25. Prior to participating in board or committee deliberations, new members of the Senate Adjunct Committee on Student Conduct and all judicial boards, except conference and ad hoc boards, will participate in one orientation session by the Judicial Programs Office.
26. Student members of any judicial board or committee who are charged with any violation of this Code or with a criminal offense²⁵ may be suspended from their judicial positions by the Director of Judicial Programs during the pendency of the charges against them. Students convicted for any such violation or offense may be disqualified from any further participation in the university judicial system by the Director of Judicial Programs. Additional grounds and procedures for removal may also be set forth in the bylaws of the various judicial panels.

Case Referrals

27. Any person²⁶ may refer a student or a student group or organization suspected of violating this Code to the Judicial Programs Office. Persons making such referrals are required to provide information pertinent to the case and will normally be expected to appear before a judicial board as the complainant.²⁷

Deferral of Proceedings

28. The Director of Judicial Programs may defer disciplinary proceedings for alleged violations of this Code for a period not to exceed 90 days. Pending charges may be withdrawn thereafter, dependent upon the good behavior of the respondent

Hearing Referrals

29. Staff members in the Judicial Programs Office will review referrals to determine whether the alleged misconduct might result in expulsion, suspension, or disciplinary removal from university housing.²⁸ Students subject to those sanctions shall be accorded a hearing before the appropriate judicial board. All other cases shall be resolved in the Judicial Programs Office after an informal disciplinary conference, as set forth in Part 31 and 32 of this Code.
30. Students referred to a judicial board hearing may elect instead to have their case resolved in accordance with Parts 31 and 32. The full range of sanctions authorized by this Code may be imposed, although the right of appeal shall not be applicable.

Disciplinary Conferences⁽²⁹⁾

31. Students subject to or electing to participate in a disciplinary conference in the Judicial Programs Office are accorded the following procedural protections:
 - (a) written notice of charges at least three days prior to the scheduled conference.
 - (b) reasonable access to the case file³⁰ prior to and during the conference.
 - (c) an opportunity to respond to the evidence against them and to call appropriate witnesses on their behalf.
 - (d) the option to be accompanied and assisted by a representative, who may be an attorney. Representatives have the right to make opening and closing statements, to advise their clients during the course of the proceedings, and to petition for recesses. All representatives are subject to the restrictions of Parts 34 and 35 of this Code.
32. Disciplinary conferences shall be conducted by the Director of Judicial Programs or a designee.³¹ Complex or contested cases may be referred by the Director to a conference board, consisting of one member of the Central Board, one member of the Appellate Board, and a staff member in the Division of Student Affairs. Conference Board members shall be selected on a rotating basis by the Director of Judicial Programs.

Hearing Procedures

33. The following procedural guidelines shall be applicable in disciplinary hearings:

- (a) respondents shall be given notice of the hearing date and the specific charges against them at least five days in advance and shall be accorded reasonable access to the case file, which will be retained in the Judicial Programs Office.
- (b) the presiding officer of any board may subpoena witnesses upon the motion of any board member or of either party and shall subpoena witnesses upon request of the board advisor.³² Subpoenas must be approved by the Director of Judicial Programs and shall be personally delivered or sent by certified mail, return receipt requested. University students and employees are expected to comply with subpoenas issued pursuant to this procedure, unless compliance would result in significant and unavoidable personal hardship or substantial interference with normal university activities.³²

If the Director of Judicial Programs or his or her designee determines that a fair hearing cannot be held without the testimony of a particular witness, and, after good faith attempts are made, the witness either fails to or refuses to appear, the disciplinary hearing will be postponed until the witness agrees to appear or the charges will be dismissed.

- (c) respondents who fail to appear after proper notice will be deemed to have pleaded guilty to the charges pending against them.
- (d) hearings will be closed to the public, except for the immediate members of the respondent's family and for the respondent's representative. An open hearing may be held, at the discretion of the presiding officer, if requested by the respondent.
- (e) the presiding officer of each board shall exercise control over the proceedings to avoid needless consumption of time and to achieve the orderly completion of the hearing. Except as provided in section (o) of this Part, any person, including the respondent, who disrupts a hearing may be excluded by the presiding officer or by the board advisor.
- (f) hearings may be tape recorded or transcribed. If a recording or transcription is not made, the decision of the board must include a summary of the testimony and shall be sufficiently detailed to permit review by appellate bodies and by staff members in the Judicial Programs Office.
- (g) any party or the board advisor may challenge a board member on the grounds of personal bias. Board members may be disqualified upon majority vote of the remaining members of the board, conducted by secret ballot,³³ or by the Director of Judicial Programs.
- (h) witnesses shall be asked to affirm that their testimony is truthful and may be subject to charges of perjury, pursuant to Part 9 (h) of this Code.
- (i) prospective witnesses, other than the complainant and the respondent, may be excluded from the hearing during the testimony of other witnesses. All parties, the witnesses, and the public shall be excluded during board deliberations.
- (j) the burden of proof shall be upon the complainant, who must establish the guilt of the respondent by clear and convincing evidence.
- (k) formal rules of evidence shall not be applicable in disciplinary proceedings conducted pursuant to this Code.³⁴ The presiding officer of each board shall give effect to the rules of confidentiality and privilege, but shall otherwise admit all matters into evidence which reasonable persons would accept as having probative value in the conduct of their affairs. Unduly repetitious or irrelevant evidence may be excluded.³⁵
- (l) respondents shall be accorded an opportunity to question those witnesses who testify for the complainant at the hearing.
- (m) affidavits shall not be admitted into evidence unless signed by the affiant and witnessed by a university employee, or by a person designated by the Director of Judicial Programs.
- (n) board members may take judicial notice of matters which would be within the general experience of university students.³⁶
- (o) board advisors may comment on questions of procedure and admissibility of evidence and will otherwise assist in the conduct of the hearing. Advisors will be accorded all the privileges of board members, and the additional responsibilities set forth in this Code, but shall not vote. All advisors are responsible to the Director of Judicial Programs and shall not be excluded from hear-

ings or board deliberations by any board or by the presiding officer of any board.

- (p) the Director of Judicial Programs may appoint a special presiding officer to any board in complex cases or in any case in which the respondent is represented by an attorney. Special presiding officers may participate in board deliberations, but shall not vote.³⁷
- (q) a determination of guilt shall be followed by a supplemental proceeding in which either party and the board advisor may submit evidence or make statements concerning the appropriate sanction to be imposed. The past disciplinary record³⁸ of the respondent shall not be supplied to the board by the advisor prior to the supplementary proceeding.
- (r) final decisions of all judicial panels shall be by majority vote of the members present and voting. A tie vote will result in a recommended acquittal in an original proceeding. A tie vote in an appellate proceeding will result in an affirmation of the original decision.
- (s) final decisions of all boards, except conference boards, shall be accompanied by a brief written opinion.

Attorneys and Representatives

34. Representatives of both complainants and respondents in hearings pursuant to this Code have the right to call witnesses to testify, to question in person all witnesses who appear at the hearing, to voice timely objections, to make opening and closing statements, to petition for recesses in the proceedings and to zealously and lawfully assert their client's position under the Declaration of Student Rights and the Code of Student Conduct.³⁹

All presenters and representatives who participate in disciplinary hearings and disciplinary conferences shall not:

- (a) intentionally engage in conduct to disrupt a hearing;
 - (b) intentionally attempt to improperly influence an officer of the Judicial Programs Office, a hearing advisor or member of a judicial board;
 - (c) intentionally fail to obey a reasonably definite and specific order by a presiding officer;
 - (d) knowingly make a false statement of material fact, law or representation of the Code to other participants in a hearing;
 - (e) knowingly fail to disclose a material fact in a hearing when disclosure is necessary to avoid assisting a future criminal or fraudulent act;
 - (f) knowingly offer false evidence, falsify evidence, counsel or induce witnesses to testify falsely, or offer improper inducements to testify;
 - (g) recklessly and unlawfully obstruct another party's access to evidence, or alter, destroy or conceal material not protected by privilege having potential evidentiary value;
 - (h) if the representative is an attorney, otherwise fail to follow any obligations under relevant standards of professional responsibility in matters pertaining to the representation.
- 35.(a) Any participant in a hearing may refer complaints about suspected violations of the provisions of Part 34 of this Code to the Senate Adjunct Committee on Student Conduct.
- (b) Within a reasonable time after such referral, the chairperson of the Senate Adjunct Committee on Student Conduct will review the complaint. After review the chairperson shall dismiss complaints which are anonymous, manifestly frivolous, which cannot be reasonably construed to allege a violation of Part 34, or are based on hearsay alone. Those which are not dismissed will be referred to the full Committee which will convene a hearing no sooner than 10 business days after sending a copy of the evidence presented to the representative named in the complaint. The hearing shall be held under the relevant rules and procedures governing disciplinary hearings outlined in Parts 33-35 of this Code.
 - (c) A client shall not be compelled either directly or through their representative to waive the attorney-client privilege.
 - (d) Representatives found responsible for violations of the provisions of Part 34 may be suspended from the privilege of representation for such time as the Committee may deem appropriate. In addition, the Committee may refer their findings to the Attorney Grievance Commission, or other appropriate disciplinary body.
 - (e) Appeals from decisions of the Senate Committee on Student Conduct regarding violations under Part 34 may be made by parties found responsible. Appeals should be made in writing to the

Senate Campus Affairs Committee within 10 business days of receipt of the letter notifying the party of the decision. Appeals will be conducted in accordance with the standards for the hearing of student disciplinary appeals. Decisions of the Campus Affairs Committee regarding these appeals shall be final.

Student Groups and Organizations

36. Student groups and organizations may be charged with violations of this Code.
37. A student group or organization and its officers may be held collectively⁴⁰ or individually responsible when violations of this Code by those associated with⁴¹ the group or organization have received the tacit or overt consent or encouragement of the group or organization or of the group's or organization's leaders, officers, or spokespersons.
38. The officers or leaders or any identifiable spokespersons⁴² for a student group or organization may be directed by the Vice President for Student Affairs or a designee to take appropriate action designed to prevent or end violations of this Code by the group or organization or by any persons associated with the group or organization who can reasonably be said to be acting in the group's or organization's behalf. Failure to make reasonable efforts to comply with the Vice President's directive shall be considered a violation of Part 9(n) of this Code, both by the officers, leaders or spokespersons for the group or organization and by the group or organization itself.
39. Sanctions for group or organization misconduct may include revocation or denial of recognition or registration, as well as other appropriate sanctions, pursuant to Part 10(f) of this Code.

Appeals

40. Any determination made⁴³ pursuant to this Code resulting in expulsion or suspension may be appealed by the respondent to the Senate Committee on Student Conduct. The Senate Committee shall also hear appeals from denials of petitions to void disciplinary records, pursuant to Part 50 of this Code.
41. Final decisions of residence boards, the Central Board and ad hoc boards, not involving the sanctions specified in Part 40, may be appealed by the respondent to the Appellate Board.⁴⁴
42. Requests for appeals must be submitted in writing to the Judicial Programs Office within seven business days from the date of the letter notifying the respondent of the original decision. Failure to appeal within the allotted time will render the original decision final and conclusive.⁴⁵
43. A written brief in support of the appeal must be submitted to the Judicial Programs Office within 10 business days from the date of the letter notifying the respondent of the original decision. Failure to submit a written brief within the allotted time will render the decision of the lower board final and conclusive.⁴⁶
44. Appeals shall be decided upon the record of the original proceeding and upon written briefs submitted by the parties. De novo hearings shall not be conducted.
45. Appellate bodies may:
- (a) affirm the finding and the sanction imposed by the original board.
 - (b) affirm the finding and reduce, but not eliminate, the sanction, in accordance with Parts 46 and 46(a).
 - (c) remand the case to the original board, in accordance with Parts 46 and 46(b).
 - (d) dismiss the case, in accordance with Parts 46 and 46(c).
46. Deference shall be given to the determinations of lower boards.⁴⁷
- (a) sanctions may only be reduced if found to be grossly disproportionate to the offense.
 - (b) cases may be remanded to the original board if specified procedural errors or errors in interpretation of university regulations were so substantial as to effectively deny the respondent a fair hearing, or if new and significant evidence became available which could not have been discovered by a properly diligent respondent before or during the original hearing.⁴⁸ On remand, no indication or record of the previous judicial hearing will be introduced or provided to members of the new judicial panel, except to impeach contradictory testimony at the discretion of the presiding officer. The board will be directed by the committee not to repeat the specified errors that caused the remand.
 - (c) cases may be dismissed only if the finding is held to be arbitrary and capricious.⁴⁹
 - (d) decisions of the Appellate Board shall be recommendations to the Director of Judicial Programs.⁵⁰ Decisions of the Senate

Committee on Student Conduct shall be recommendations to the Vice President for Student Affairs. Decisions altering the determinations of all hearing boards and the Senate Adjunct Committee on Student Conduct shall be accompanied by a brief written opinion.

47. The imposition of sanctions will normally be deferred during the pendency of appellate proceedings, at the discretion of the Director of Judicial Programs.

Disciplinary Files and Records

48. Case referrals may result in the development of a disciplinary file in the name of the respondent, which shall be voided if the respondent is found innocent of the charges.⁵¹ The files of respondents found guilty of any of the charges against them will be retained as a disciplinary record for three years from the date of the letter providing notice of final disciplinary action.⁵² Disciplinary records may be retained for longer periods of time or permanently, if so specified in the sanction.
49. Disciplinary records may be voided⁵³ by the Director of Judicial Programs for good cause, upon written petition of respondents. Factors to be considered in review of such petitions shall include:
- (a) the present demeanor of the respondent.
 - (b) the conduct of the respondent subsequent to the violation.
 - (c) the nature of the violation and the severity of any damage, injury, or harm resulting from it.
50. Denials of petitions to void disciplinary records shall be appealable to the Senate Committee on Student Conduct, which will apply the standard of review specified in Part 46 and 46(c). The requirements for appeals as set forth in Part 42 and 43 shall be applicable.⁵⁴
51. Disciplinary records retained for less than 90 days or designated as "permanent" shall not be voided without unusual and compelling justification.⁵⁵

Annotations

1. The university is not designed or equipped to rehabilitate or incapacitate persons who pose a substantial threat to themselves or to others. It may be necessary, therefore, to remove those individuals from the campus and to sever the institutional relationship with them, as provided in this Code of Student Conduct and by other university regulations.

Any punishment imposed in accordance with the Code may have the value of discouraging the offender and others from engaging in future misbehavior. In cases of minor disciplinary violations, the particular form of punishment may also be designed to draw upon the educational resources of the university in order to bring about a lasting and reasoned change in behavior. The underlying rationale for punishment need not rest on deterrence or "reform" alone, however. A just punishment may also be imposed because it is "deserved" and because punishment for willful offenses affirms the autonomy and integrity of the offender. The latter concept was expressed by D.J.B. Hawkins in his essay "Punishment and Moral Responsibility" in 7 Modern Law Review 205:

The vice of regarding punishment entirely from the points of view of reformation and deterrence lies precisely in forgetting that a just punishment is deserved. The punishment of men then ceases to be essentially different from the training of animals, and the way is open for the totalitarian state to undertake the forcible improvement of its citizens without regard to whether their conduct has made them morally liable to social coercion or not. But merit and demerit, reward and punishment, have a different significance as applied to men and as applied to animals. A dog may be called a good dog or a bad dog, but his goodness or badness can be finally explained in terms of heredity and environment. A man, however, is a person, and we instinctively recognize that he has a certain ultimate personal responsibility for at least some of his actions. Hence merit and demerit, reward and punishment, have an irreducible individual significance as applied to men. This is the dignity and the tragedy of the human person.

A similar view was expressed by Justice Powell, dissenting in *Goss v. Lopez* (42 L. Ed. 2d 725, 745):

Education in any meaningful sense includes the inculcation of an understanding in each pupil of the necessity of rules and obedience thereto. This understanding is no less important than learning to read and write. One who does not comprehend the meaning and necessity of discipline is handicapped not merely in his education but throughout his subsequent life. In an age when the home and church play a diminishing role in shaping the character and value

judgments of the young, a heavier responsibility falls upon the schools. When an immature student merits censure for his conduct, he is rendered a disservice if appropriate sanctions are not applied.

2. An effort is made in the Code to use a simplified numbering and lettering system, without use of Roman numerals or subsets of letters and numbers. Any part of the Code can be found by reference to one number and one letter (e.g., Part 10a explains the meaning of expulsion).
3. Culpable conduct should include conscious acts posing a substantial risk or harm to others (e.g. throwing a heavy object out a tenth floor window above a sidewalk). If the act itself, however, is unintended (e.g. one is distracted by a noise while climbing a flight of stairs and drops a heavy object) the individual may have failed to use reasonable care, but is not normally deserving of the moral stigma associated with a "conviction" for a disciplinary offense.
4. Former students may be charged for violations which allegedly occurred during their enrollment at the university.
5. Colleges and universities are not expected to develop disciplinary regulations which are written with the scope of precision of a criminal code. Rare occasions may arise when conduct is so inherently and patently dangerous to the individual or to others that extraordinary action not specifically authorized in the rules must be taken.
6. The terms "suspension" and "interim suspension" are to be distinguished throughout the Code and are not interchangeable.
7. Disciplinary removal from university housing should be distinguished from administrative removal for violations of the residence contract. The latter does not leave students with a disciplinary record and does not come under the purview of this Code.
8. The standard set forth here represents the minimal procedural protection to be accorded to students charged with most disciplinary violations. Students who are subject to lengthy suspensions or to expulsion may be entitled to more formal procedures, including a hearing with a right to cross-examine the witnesses against them. *Goss v. Lopez*, 419 U.S. 565 (1975).
9. The Supreme Court has recently rejected the theory that state schools are bound by principles of federal administrative law requiring agencies to follow their own regulations. *Board of Curators, University of Missouri v. Horowitz* 55 L.Ed 2d 124, 136. See, generally, "Violation by Agencies of Their Own Regulations" 87 *Harvard Law Review* 629 (1974).
10. Respondents in disciplinary proceedings may be directed to answer questions concerning their conduct.
- Students who refuse to answer on grounds of the Fifth Amendment privilege may be informed that the hearing panel could draw negative inferences from their refusal which might result in their suspension or dismissal. If the student then elects to answer, his/her statements could not be used against him/her in either state or federal court. *Garrity v. New Jersey*, 385 U.S. 493 (1967). See also *Furutani v. Ewigleben*, 297 F. Supp. 1163 (N.D.Cal. 1969).
11. The "controlled substances" or "illegal drugs" prohibited in this section are set forth in Schedules I through V in Article 27, Part 279 of the Annotated Code of Maryland.
12. Colleges and universities should be a forum for the free expression of ideas. In the recent past, however, unpopular speakers have been prevented from addressing campus audiences by students who effectively "shouted them down." Both Yale and Stanford Universities have treated such actions (which are to be distinguished from minor and occasional heckling) as serious disciplinary violations. See the "Report from the Committee on Freedom of Expression at Yale University" which is available in the Judicial Programs Office.
- The following language from the Yale report may be used to elaborate upon the intent and scope of Part 9(j) of this Code.
- A. "There is no right to protest within a university building in such a way that any university activity is disrupted. The administration, however, may wish to permit some symbolic dissent within a building but outside the meeting room, for example, a single picket or a distributor of handbills."
- B. "[A] member of the audience may protest in silent, symbolic fashion, for example, by wearing a black arm band. More active forms of protest may be tolerated such as briefly booing, clapping hands or heckling. But any disruptive activity must stop [and not be repeated] when the chair or an appropriate university official requests silence."
- C. "Nor are racial insults or any other 'fighting words' a valid ground for disruption or physical attack... The banning or obstruction of lawful speech can never be justified on such grounds as that the

speech or the speaker is deemed irresponsible, offensive, unscholarly, or untrue."

13. A compilation of published regulations which have been reviewed and approved by the Vice President shall be available for public inspection during normal business hours in the Judicial Programs Office.

14. The "controlled substances" or "illegal drugs" prohibited in this section are set forth in Schedules I through V in Article 27, Part 279 of the Annotated Code of Maryland.

15. This Part and Parts 12 and 13 represent an attempt to give needed guidance to those who are assessing penalties. Moreover the direction of the guidance is toward imposition of more severe disciplinary sanctions in serious cases. Nonetheless, the language concerning "mitigating factors" is broad enough to give decision-makers considerable leeway to "do justice," depending upon the facts in each case. The burden of establishing facts in mitigation should, of course, be upon the respondent.

16. There does not seem to be any rational basis for imposing less severe penalties for attempts than for completed violations. The authors of the Model Penal Code, for example, have written that:

To the extent that sentencing depends upon the antisocial disposition of the actor and the demonstrated need for a corrective action, there is likely to be little difference in the gravity of the required measures depending on the consummation or the failure of the plan.

See LaFave, Criminal Law Treatise p. 453.

17. These procedures are analogous to those found in the "emergency" disciplinary rules adopted by the Board of Regents in 1971 and are consistent with the formal opinion of the Maryland Attorney General on this subject, dated January 23, 1969. See also *Goss v. Lopez*, 419 U.S. 565 (1975).

Nothing in this provision would prohibit the Vice President from modifying the terms of an interim suspension, so long as the hearing requirement specified in Part 17 was met. For example, a suspended student might be allowed to enter university premises solely for the purpose of attending classes.

18. Staff members in the Judicial Programs Office should endeavor to arrange a balanced presentation before the various judicial boards and may assist both complainants and respondents.

19. This language does not effect any change in previous policy concerning the powers of judicial boards. All board decisions, including those rendered by Conference Boards, shall be treated as recommendations.

20. See annotation one, *supra*. The deterrent effect of punishment is diminished if the community is unaware of the number and general nature of sanctions imposed. The Director of Judicial Programs may, for example, arrange for publication of the statistical report in the campus press each semester.

21. Boards established pursuant to this section might include modified versions of the present "Greek" or residence hall boards.

22. It is intended that a quorum will consist of three members (out of five). The authority to appoint ad hoc boards should be broadly construed and might be especially useful, for example, when a judicial board or the Senate Committee is charged with hearing a case involving one of its own members. The final determination as to whether a panel is "unable to hear a case" should be within the discretion of the Director of Judicial Programs.

23. The power of confirmation represents a significant grant of authority to the Senate Committee. The committee is presently under-utilized and might best contribute to the judicial system by becoming more involved with it. Moreover, confirmation procedures will give committee members direct contact with board members and will also allow the committee to exercise more control over the quality of Judicial Board decisions.

24. Proposed bylaws must be submitted to the Attorney General for review.

25. It could be a public embarrassment for the university to have a student charged with or convicted of a serious crime sit in judgment over other students in disciplinary proceedings. The various state criminal codes are usually so broad and archaic, however, that automatic suspension or removal should not result from any violation of any law (e.g., New York makes it a criminal misdemeanor for anyone "to dance continuously in a dance contest for 12 or more hours without respite").

26. Case referrals should not be limited to members of the "campus community." A student who assaults another person on campus should not escape university judicial action merely because the person

assaulted was a visitor (or, as in a recent case, a former student who had just withdrawn from the university).

27. The Director of Judicial Programs may appoint a trained volunteer from the campus community to serve as the complainant. It would be preferable, however, to employ a "community advocate" to present all disciplinary cases.

Several measures in the Code are designed to restore balance in disciplinary proceedings, even in those cases in which the complainant is inexperienced with administrative adjudication:

(a) a hearing officer may be appointed in complex or serious cases.

See Part 33(p).

(b) the role of attorneys or advisors may be restricted. See Parts 34 and 35, and Annotation 39.

(c) the "disciplinary conference" procedure is designed to eliminate adversary proceedings in minor cases. See Parts 31-32 and Annotation 29.

28. Staff members may consider the mitigating factors specified in Part 11 to determine the permissible sanction to be imposed if the respondent is found guilty of charges. For example, a student involved in a minor altercation might be charged pursuant to Part 9(a), but referred to a disciplinary conference, thereby precluding the possibility of expulsion or suspension for the alleged misconduct.

29. The hearing procedures specified at Part 33 need not be followed in disciplinary conferences. Instead a disciplinary conference would normally consist of an informal, nonadversarial meeting between the respondent and a staff member in the Judicial Programs Office. Complainants would not be required to participate, unless their personal testimony was essential to the resolution of a dispositive factual issue in the case. Documentary evidence and written statements could be relied upon, so long as respondents are given access to them in advance and allowed to respond to them at the conference. Respondents would also be allowed to bring appropriate witnesses with them and might be accompanied by a representative, who may participate in discussions, although not in lieu of participation by the respondent.

The conference procedure is designed to reduce the steady growth of unnecessary legalism in disciplinary proceedings. The worst features of the adversary system (including the concept that judicial proceedings are a "contest" to be "won by clever manipulation of procedural rules") undermine respect for the rule of law. Colleges and universities can and should be a testing ground for development of carefully reasoned alternatives to current procedural excesses in the larger society.**

Procedures comparable to the disciplinary conference (referred to as "structured conversations") are suggested by David L. Kirp in his 1976 article "Proceduralism and Bureaucracy: Due Process in the School Setting" 38 *Stanford Law Review* 841.

The benefits of such conversations in the school setting may better be appreciated by contrasting them with the typical due process hearing. Hearings are designed to determine the facts of a particular controversy, and apply predetermined rules to the facts thus found. At that point, the function of the hearing is at an end. The wisdom of the underlying substantive rules has no relevance, nor is broader discussion of grievances generally encouraged, unless it is somehow pertinent to the dispute at hand.

Conversation knows no such limits. It too serves as a vehicle for resolving what are likely to be factually uncomplicated disputes, but it does more than that. It enables students to feel that they are being listened to and may encourage them to raise underlying grievances. It provides administrators with a relatively inexpensive vehicle for monitoring, and hence a basis for reshaping institutional relationships. The outcome of these "orderly thoughtful conversations" may well be decisions different in their particulars from what might otherwise have been anticipated; repeated conversations which touch upon similar student grievances may ultimately lead disciplinarians to reassess whether control is so vital, and collaboration so improbable, as a means of assuring institutional order.

The conference procedure would not be used in any case which might result in any form of separation from the university. Accordingly, the procedure appears to meet or exceed the due process requirements set forth by the United States Supreme Court for cases involving suspensions of ten days or less. In *Goss v. Lopez* the Court held:

We stop short of construing the Due Process Clause to require, countrywide, that hearings in connection with short suspensions must afford the student the opportunity to secure counsel, to confront and cross-examine witnesses supporting the charge, or to call his own witnesses to verify his version of the incident. Brief disciplinary suspensions are almost countless. To impose in each such

case even truncated trial-type procedures might well overwhelm administrative facilities in many places and, by diverting resources, cost more than it would save in educational effectiveness. Moreover, further formalizing the suspension process and escalating its formality and adversary nature may not only make it too costly as a regular disciplinary tool but also destroy its effectiveness as part of the teaching process.

On the other hand, requiring effective notice and an informal hearing permitting the student to give his version of the events will provide a meaningful hedge against erroneous action. At least the disciplinarian will be alerted to the existence of disputes about facts and arguments about cause and effect. He may then determine himself to summon the accuser, permit cross-examination, and allow the student to present his own witnesses. In more difficult cases, he may permit counsel. In any event, his discretion will be more informed and we think the risk of error substantially reduced (42 L. Ed. 725, 740).

30. The case file consists of materials which would be considered "education records," pursuant to the Family Educational Rights and Privacy Act. Personal notes of university staff members or complainants are not included.

31. Determinations made in accordance with Parts 31 and 32 are not appealable.

32. Internal subpoenas may be desirable, since cases have arisen in which complainants or respondents were unable to present an effective case due to the indifference and lethargy of potential witnesses. A student who refused to respond to a subpoena may be charged with a violation of Part 9(n) of the Code.

The Director of Judicial Programs should not approve a subpoena unless the expected testimony would be clearly relevant. Likewise, a subpoena designed to embarrass or harass a potential witness should not be authorized.

The subpoena power specified here is not designed to reach documents or other materials.

33. Board members should be disqualified on a case basis only; permanent removal should be accomplished in accordance with Part 26. Board members should not be readily disqualified. The term "personal bias" involves animosity toward a party or favoritism toward the opposite party. See, generally, Davis, *Administrative Law Treatise* "Bias" Section 12.03.

34. The exclusionary rule generally does not apply to civil administrative proceedings. Furthermore, the University of Maryland is exempted by statute from the applicable portions of the Administrative Procedure Act. The Maryland Court of Appeals, however, has barred evidence from administrative proceedings where a respondent establishes that officials were improperly motivated to illegally seize the evidence. See *Sheetz v. City of Baltimore*, 315 Md. 208 (1989).

35. Testimony containing hearsay may be heard, if relevant. A final determination should not be based on hearsay alone.

36. Every statement or assertion need not be proven. For example, board members may take notice that many students commute to the university.

37. Student presiding officers are often at a disadvantage when the respondent is represented by an attorney. The proceedings might progress more rapidly and efficiently if a special presiding officer were appointed. Generally, a staff member in the Judicial Programs Office would be selected for such a responsibility, although other university employees with legal training might also be called upon.

38. Information pertaining to prior findings of disciplinary and residence hall violations might be reported, as well as relevant criminal convictions. Prior allegations of misconduct should not be disclosed.

39. The dynamics of a judicial hearing in a university setting are not the same as those of a courtroom. Strict adherence to the conventions of courtroom advocacy may not be in the best interest of clients in university judicial proceedings.

The presiding officer and the board advisor are authorized to take reasonable measures to maintain control over the proceedings in order to elicit relevant facts, to prevent the harassment of participants, to insure that proceedings are not disrupted and the interests of fairness are served. This may include regulating the timing, length and manner of presentations and objections, declaring recesses in the proceedings, and other appropriate actions. Presiding officers should have training and experience appropriate to the demands of the office.

Before hearings, presenters for both complainants and respondents shall be presented with a written statement approved by the Senate Adjunct Committee on Student Conduct regarding their rights and

obligations during hearings and the powers of the presiding officer to control behavior in hearings.

40. Punishment of one or several individuals for the acts of others should be avoided if the identities of the specific offenders can be readily ascertained. 41. Association does not require formal membership. Individuals who might reasonably be regarded as regular participants in group or organization activities may be held to be associated with the group or organization.

42. Leaders or spokespersons need not be officially designated or elected. For example, if a group or organization accepted or acquiesced in the act or statement of an individual associated with it, that individual might reasonably be regarded as a leader or a spokesman for the group or organization.

43. "Suspension" includes deferred suspension but not interim suspension or suspension which is withheld. See Annotation 6.

44. Students left with a disciplinary record after a disciplinary conference may request that their record be voided, in accordance with Part 49. Denials may be appealed, pursuant to Part 50.

45. The decision will be "final and conclusive" on the part of the judicial board, but will remain a recommendation to the Director of Judicial Programs.

46. This Part is intended to discourage frivolous appeals. Respondents who are genuinely interested in pursuing an appeal can reasonably be expected to prepare a written brief.

47. Appellate bodies which do not give deference (i.e., a presumption of validity) to lower board decisions will distort the entire disciplinary system. Respondents would be encouraged to "test their strategy" and "perfect their technique" before lower boards, since the matter would simply be heard again before a "real" board with final authority.

Lower board members usually have the best access to the evidence, including an opportunity to observe the witnesses and to judge their demeanor. Members of appellate bodies should be especially careful not to modify a sanction or to remand or dismiss a case simply because they may personally disagree with the lower board's decision.

48. Respondents who obtain information at the hearing which might lead to new evidence are required to request an adjournment rather than wait to raise the matter for the first time on appeal.

49. An arbitrary and capricious decision would be a decision "unsupported by any evidence." The cited language has been adopted by the Federal Courts as the proper standard of judicial review, under the due process clause, of disciplinary determinations made by the state boards or agencies. See *McDonald v. Board of Trustees of the University of Illinois*, 375 F. Supp. 95, 108 (N.D. Ill., 1974).

50. See Annotation 19.

51. Voided files will be so marked, shall not be kept with active disciplinary records, and shall not leave any student with disciplinary record.

52. Disciplinary records may be reported to third parties, in accordance with university regulations and applicable state and federal law.

53. Void records shall be treated in the manner set forth in Annotation 51.

54. The scope of review shall be limited to the factors specified at Part 49. An inquiry into the initial determination of guilt or innocence is not permitted. For example, when considering the "nature" of the violation, pursuant to Part 49 (c), it is to be assumed that the violation occurred and that the respondent was responsible for it.

55. Some discretion must be retained to void even "permanent" disciplinary records. It may be unnecessary, for example, to burden a graduating senior with a lifelong stigma for an act committed as a freshman. Social norms also change rapidly. "Unacceptable" conduct in one generation may become permissible and commonplace in the next.

* See the procedures for mandatory medical withdrawal developed by the Vice President for Student Affairs

** See Macklin Fleming, *The Price of Perfect Justice*: "in our pursuit of . . . perfectibility, we necessarily neglect other elements of an effective procedure, notably the resolution of controversies within a reasonable time at a reasonable cost, with reasonable uniformity . . . we impair the capacity of the legal order to achieve the basic values for which it is created, that is, to settle disputes promptly and peaceably, to restrain the strong, to protect the weak, and to conform the conduct of all the settled rules of law."

*** See the due process standard set forth in *Dixon v. Alabama*, 294 F.2d 150, 158-159 (Fifth Cir., 1961), Cert. den 368 U.S. 930.

Appendix D: University Policy on Disclosure of Student Records

Buckley Amendment

The University of Maryland adheres to a policy of compliance with the Family Educational Rights and Privacy Act (Buckley Amendment). As such, it is the policy of the university (1) to permit students to inspect their education records, (2) to limit disclosure to others of personally identifiable information from education records without students' prior written consent, and (3) to provide students the opportunity to seek correction of their education records where appropriate.

I. Definitions

- A. "Student" means an individual who is or who has been in attendance at The University of Maryland. It does not include any applicant for admission to the university who does not matriculate, even if he or she previously attended the university. (Please note, however, that such an applicant would be considered a "student" with respect to his or her records relating to that previous attendance.)
- B. "Education records" include those records that contain information directly related to a student and that are maintained as official working files by the university. The following are not education records:
 - (1) records about students made by instructors, professors and administrators for their own use and not shown to others;
 - (2) campus police records maintained solely for law enforcement purposes and kept separate from the education records described above;
 - (3) employment records, except where a currently enrolled student is employed as a result of his or her status as a student;
 - (4) records of a physician, psychologist, or other recognized professional or paraprofessional made or used only for treatment purposes and available only to persons providing treatment.
 - (5) records that contain only information relating to a person's activities after that person is no longer a student at the university.

II. It is the policy of the University of Maryland to permit students to inspect their education records.

A. Right of Access

Each student has a right of access to his or her education records, except confidential letters of recommendation received prior to January 1, 1975, and financial records of the student's parents.

B. Waiver

A student may, by a signed writing, waive his or her right of access to confidential recommendations in three areas: admission to any educational institution, job placement, and receipt of honors and awards. The university will not require such waivers as a condition for admission or receipt of any service or benefit. If the student chooses to waive his or her right of access, he or she will be notified, upon written request, of the names of all persons making confidential recommendations. Such recommendations will be used only for the purpose for which they were specifically intended. A waiver may be revoked in writing at any time, and the revocation will apply to all subsequent recommendations, but not to recommendations received while the waiver was in effect.

C. Types and Locations of Education Records, Titles of Records Custodians

Please note that all requests for access to records should be routed through the Registrations Office (see II.D. below).

(1) Admissions

Applications and transcripts from institutions previously attended:
a: Undergraduate/Director of Undergraduate Admissions, Mitchell Building
b: Graduate/Director of Graduate Admissions, Lee Building

(2) Registrations

All ongoing academic and biographical records. Graduate and Undergraduate/Director of Registrations, Mitchell Building.

(3) Departments

Departmental offices; Chairs (Check first with the Director of Registrations). (Miscellaneous records kept vary with the department.)

(4) Deans

Deans' offices of each school. Miscellaneous records.

(5) Resident Life

Mitchell Building, Director of Resident Life. Students' housing records.

(6) Advisors

Pre-Law Advisor: Hornbake Library
Pre-Dental Advisor: Hornbake Library

Pre-Medical Advisor: Hornbake Library

Letters of evaluation, personal information sheet, transcript, test scores (if student permits).

(7) Judicial Affairs

Mitchell Building, Director of Judicial Affairs. Students' judicial and disciplinary records.

(8) Counseling Center

Shoemaker Hall, Director. Biographical data, summaries of conversations with students, test results. (Where records are made and used only for treatment purposes, they are not education records and are not subject to this policy.)

(9) Financial Aid

Undergraduate: Lee Building, Director of Financial Aid. Graduate and Professional Schools: Located in deans' offices. Financial aid applications, needs analysis statements, awards made (no student access to parents' confidential statements).

(10) Career Development Center

Undergraduate Library, Director. Recommendations, copies of academic records (unofficial). (Note WAIVER section.)

(11) Business Services

Lee Building, Bursar. All student accounts receivable, records of students' financial charges, and credits with the university.

D. Procedure to be Followed

Requests for access should be made in writing to the Office of Registrations. The university will comply with a request for access within a reasonable time, at least within 45 days. In the usual case, arrangements will be made for the student to read his or her records in the presence of a staff member. If facilities permit, a student may ordinarily obtain copies of his or her records by paying reproduction costs. The fee for copies is \$.25 per page. No campus will provide copies of any transcripts in the student's records other than the student's current university transcript from that campus. Official university transcripts (with university seal) will be provided at a higher charge.

III. It is the policy of the University of Maryland to limit disclosure of personally identifiable information from education records unless it has the student's prior written consent, subject to the following limitations and exclusions.

A. Directory Information

- (1) The following categories of information have been designated directory information:

Name
Address
Telephone listing
E-mail address
Date and place of birth
Full time/Part time Status
Major field of study
Participation in officially recognized activities and sports
Weight and height of members of athletic teams
Dates of attendance
Degrees and awards received
Most recent previous educational institution attended.

- (2) This information will be disclosed even in the absence of consent unless the student files written notice requesting the university not to disclose any or all of the categories within three weeks of the first day of the semester in which the student begins each school year. This notice must be filed annually within the above allotted time to avoid automatic disclosure of directory information. The notice should be filed with the campus Registrations Office. See II.C.
- (3) The university will give annual public notice to students of the categories of information designated as directory information.
- (4) Directory information may appear in public documents and otherwise be disclosed without student consent unless the student objects as provided above.
- (5) All requests for non-disclosure of directory information will be implemented as soon as publication schedules will reasonably allow.
- (6) The university will use its best efforts to maintain the confidentiality of those categories of directory information that a student properly requests not be publicly disclosed. The university, however, makes no representations, warranties, or guarantees that directory information designated for non-disclosure will not appear in public documents.

B. Prior Consent Not Required

Prior consent will not be required for disclosure of education records to the following parties:

- (1) School officials of the University of Maryland who have been determined to have legitimate educational interests

- (a) "School officials" include instructional or administrative personnel who are or may be in a position to use the information in furtherance of a legitimate objective;
- (b) "Legitimate educational interests" include those interests directly related to the academic environment;
- (2) Officials of other schools in which a student seeks or intends to enroll or is enrolled. Upon request, and at his or her expense, the student will be provided with a copy of the records that have been transferred;
- (3) Authorized representatives of the Comptroller General of the U.S., the Secretary of Education, the Secretary of the Department of Health and Human Services, the Director of the National Institute of Education, the Administrator of the Veterans' Administration, but only in connection with the audit or evaluation of federally supported education programs, or in connection with the enforcement of or compliance with Federal legal requirements relating to these programs. Subject to controlling Federal law or prior consent, these officials will protect information received so as not to permit personal identification of students to outsiders and destroy such information when it is no longer needed for these purposes;
- (4) Authorized persons and organizations that are given work in connection with a student's application for, or receipt of, financial aid, but only to the extent necessary for such purposes as determining eligibility, amount, conditions, and enforcement of terms and conditions;
- (5) State and local officials to which such information is specifically required to be reported by effective state law adopted prior to November 19, 1974;
- (6) Organizations conducting educational studies for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction. The studies shall be conducted so as not to permit personal identification of students to outsiders, and the information will be destroyed when no longer needed for these purposes;
- (7) Accrediting organizations for purposes necessary to carry out their functions;
- (8) Parents of a student who is a dependent for income tax purposes. (Note: The university may require documentation of dependent status such as copies of income tax forms.)
- (9) Appropriate parties in connection with an emergency, where knowledge of the information is necessary to protect the health or safety of the student or other individuals;
- (10) In response to a court order or subpoena. Unless the issuing entity orders the university against prior notification, the university will make reasonable efforts to notify the student before complying with the court order.
- (11) To an alleged victim of any crime of violence of the results of any institutional disciplinary proceeding against the alleged perpetrator of that crime with respect to that crime.

C. Prior Consent Required

In all other cases, the university will not release personally identifiable information in education records or allow access to those records without prior consent of the student. Unless disclosure is to the student himself or herself, the consent must be written, signed, and dated, and must specify the records to be disclosed, the identity of the recipient, and the purpose of disclosure. A copy of the record disclosed will be provided to the student upon request and at his or her expense.

D. Record of Disclosures

The university will maintain with the student's education records a record for each request and each disclosure, except for the following:

- (1) disclosures to the student himself or herself;
- (2) disclosures pursuant to the written consent of the student (the written consent itself will suffice as a record);
- (3) disclosures to instructional or administrative officials of the university;
- (4) disclosures of directory information. This record of disclosures may be inspected by the student, the official custodian of the records, and other university and governmental officials.

IV. It is the policy of the University of Maryland to provide students the opportunity to seek correction of their education records.

A. Request to Correct Records

A student who believes that information contained in his or her education records is inaccurate, misleading, or violative of privacy or other rights may submit a written request to the Office of Registrations specifying the document(s) being challenged and the basis for the complaint. The request will be sent to the person responsible for any amendments to the record in question. Within a reasonable period of time of receipt of the request, the university will decide whether to amend the records in accordance with the request. If the decision is to refuse to amend, the student will be so notified and will be advised of the right to a hearing. He or she may then exercise that right by written request to the Office of the Registrar.

B. Right to a Hearing

Upon request by a student, the university will provide an opportunity for a hearing to challenge the content of the student's records. A request for a hearing should be in writing and submitted to the Office of Registrations. Within a reasonable time of receipt of the request, the student will be notified in writing of the date, place, and time reasonably in advance of the hearing.

(1) Conduct of the Hearing

The hearing will be conducted by a university official who does not have a direct interest in the outcome. The student will have a full and fair opportunity to present evidence relevant to the issues raised and may be assisted or represented by individuals of his or her choice at his or her own expense, including an attorney.

(2) Decision

Within a reasonable period of time after the conclusion of the hearing, the university will notify the student in writing of its decision. The decision will be based solely upon evidence presented at the hearing and will include a summary of the evidence and the reasons for the decision. If the university decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student, the university will amend the records accordingly.

C. Right to Place an Explanation in the Records

If, as a result of the hearing, the university decides that the information is not inaccurate, misleading, or otherwise in violation of the student's rights, the university will inform the student of the right to place in his or her record a statement commenting on the information and/or explaining any reasons for disagreeing with the university's decision. Any such explanation will be kept as part of the student's record as long as the contested portion of the record is kept and will be disclosed whenever the contested portion of the record is disclosed.

V. Right to File Complaint

A student alleging university noncompliance with the Family Educational Rights and Privacy Act may file a written complaint with the Family Educational Rights and Privacy Act Office (FERPA), Department of Education, 600 Independence Ave, S.W., Washington, D.C. 20202-4605.

Appendix E: Smoking Policy and Guidelines

Approved by the President
March 6, 1993

A. Policy

The University of Maryland, College Park, has found that a significant percentage of faculty, staff and students do not smoke, smoke is offensive to many non-smokers, it is harmful and even debilitating to some individuals due to their physical condition, and there is evidence suggesting that passive smoke inhalation is harmful to non-smokers. In response to the above considerations, it is hereby established as the policy of the University of Maryland, College Park, to achieve a public facility environment as close to smoke-free as practicably possible. Obtaining and maintaining this result will require the willingness, understanding, and patience of all members of the campus community.

It is the policy of the University of Maryland, College Park, to follow all federal, state, or local laws regarding smoking. This Smoking Policy is in addition to any such policies which may be in effect.

B. Guideline

1. Smoking is prohibited in indoor locations.

C. Implementation**Unit heads, or their designees, are responsible for:**

1. Assuring that this policy is communicated to everyone within their jurisdiction and to all new members of the campus community.
2. Implementing the policy and guideline and assuring that appropriate notice is provided.
3. Developing guidelines to embrace all special circumstances in the campus is impossible. If unit heads find circumstances in their areas that they believe warrant exception from particular provisions in this Smoking Policy, they may address requests for specific local exceptions to the President or his or her designee.

D. Compliance

This policy relies on the thoughtfulness, consideration, and cooperation of smokers and non-smokers for its success. It is the responsibility of all members of the campus community to observe this Smoking Policy and Guideline. Complaints or concerns regarding this policy or disputes regarding its implementation should be referred to the immediate supervisor for resolution. If a resolution cannot be reached, the matter will be referred by the supervisor to the appropriate department head or vice president for mediation.

E. Review

The provisions and guidelines attaching to this Smoking Policy shall be subject to future review and revision to ensure that the objective is obtained. Especial attention shall be given to determining if voluntary compliance without disciplinary sanctions has proven satisfactory.

F. Residential Housing

This Policy does not apply to privately occupied portions of university-owned residential space, such as dormitory rooms, apartments, and houses.

Appendix F: Academic Integrity

The academic regulations and requirements of the University of Maryland, College Park, are designed to provide and enhance a maximum educational environment for the entire campus academic community. The success of the design depends upon the mutual respect, courteous treatment, and consideration of everyone involved. The following statements contain procedures and expectations for both faculty and students. For questions about the interpretation of these statements, students should contact their academic advisor, department chair, or dean.

Resolution on Academic Integrity

*Approved by Board of Regents
May 8, 1981*

WHEREAS, it is the responsibility of the University of Maryland to maintain integrity in teaching and learning as a fundamental principle on which a university is built; and

WHEREAS, all members of the university community share in the responsibility for academic integrity; therefore

BE IT RESOLVED, that the University of Maryland Board of Regents hereby adopts the following Statement of Faculty, Student and Institutional Rights and Responsibilities for Academic Integrity.

Statement of Faculty, Student and Institutional Rights and Responsibilities for Academic Integrity**Preamble**

At the heart of the academic enterprise are learning, teaching, and scholarship. In universities these are exemplified by reasoned discussion between student and teacher, a mutual respect for the learning and teaching process, and intellectual honesty in the pursuit of new knowledge. In the traditions of the academic enterprise, students and teachers have certain rights and responsibilities which they bring to the academic community. While the following statements do not imply a contract between the teacher or the university and the student, they are nevertheless conventions which the university believes to be central to the learning and teaching process.

Faculty Rights and Responsibilities

1. Faculty shall share with students and administration the responsibility for academic integrity.
2. Faculty are accorded freedom in the classroom to discuss subject matter reasonably related to the course. In turn they have the responsibility to encourage free and honest inquiry and expression on the part of students.
3. Faculty are responsible for the structure and content of their courses, but they have the responsibility to present courses that are consistent with their descriptions in the university catalog. In addition, faculty have the obligation to make students aware of the expectations in the course, the evaluation procedures, and the grading policy.
4. Faculty are obligated to evaluate students fairly and equitably in a manner appropriate to the course and its objectives. Grades shall be assigned without prejudice or bias.
5. Faculty shall make all reasonable efforts to prevent the occurrence of academic dishonesty through the appropriate design and administration of assignments and examinations, through the careful safeguarding of course materials and examinations, and through regular reassessment of evaluation procedures.
6. When instances of academic dishonesty are suspected, faculty shall have the right and responsibility to see that appropriate action is taken in accordance with university regulations.

Student Rights and Responsibilities

1. Students shall share with faculty and administration the responsibility for academic integrity.
2. Students shall have the right of inquiry and expression in their courses without prejudice or bias. In addition, students shall have the right to know the requirements of their courses and to know the manner in which they will be evaluated and graded.
3. Students shall have the obligation to complete the requirements of their courses in the time and manner prescribed and to submit to evaluation of their work.
4. Students shall have the right to be evaluated fairly and equitably in a manner appropriate to the course and its objectives.
5. Students shall not submit as their own work any work which has been prepared by others. Outside assistance in the preparation of this work, such as librarian assistance, tutorial assistance, typing assistance, or such assistance as may be specified or approved by the instructor is allowed.
6. Students shall make all reasonable efforts to prevent the occurrence of academic dishonesty. They shall by their own example encourage academic integrity and shall themselves refrain from acts of cheating and plagiarism or other acts of academic dishonesty.
7. When instances of academic dishonesty are suspected, students shall have the right and responsibility to bring this to the attention of the faculty or other appropriate authority.

Institutional Responsibility

1. Campuses or appropriate administrative units of the University of Maryland shall take appropriate measures to foster academic integrity in the classroom.
2. Campuses or appropriate administrative units shall take steps to define acts of academic dishonesty, to ensure procedures for due process for students accused or suspected of acts of academic dishonesty, and to impose appropriate sanctions on students guilty of acts of academic dishonesty.
3. Campuses or appropriate administrative units shall take steps to determine how admission or matriculation shall be affected by acts of academic dishonesty on another campus or at another institution. No student suspended for disciplinary reasons at any campus of the University of Maryland shall be admitted to any other University of Maryland campus during the period of suspension.

AND, BE IT FURTHER RESOLVED, that campuses or appropriate administrative units of the University of Maryland will publish the above Statement of Faculty, Student and Institutional Rights and Responsibilities for Academic Integrity in faculty handbooks and in student handbooks and catalogs; and

BE IT FURTHER RESOLVED, that the Board of Regents hereby directs each campus or appropriate administrative unit to review existing procedures or to implement new procedures for carrying out the institutional responsibilities for academic integrity cited in the above Statement; and

BE IT FINALLY RESOLVED, that the Board of Regents hereby directs each campus or appropriate administrative unit to submit to the President or designee for approval the campus' or unit's procedure for implementation of the institutional responsibility provisions of the above Statement.

Appendix G: Statute of Limitations for the Termination of Degree Programs

*Committee on Academic Procedures and Standards
Approved December 7, 1989*

The following policies apply to all undergraduate degree programs terminated at the University of Maryland at College Park at the beginning of the Spring, 1990 Semester and thereafter.

1. All students enrolled at the University of Maryland, College Park or at a Maryland community college program articulated with the terminated degree program during the semester in which the program is terminated must complete the major requirements of the terminated degree program within five calendar years of the date upon which the program is terminated. If only a few students are enrolled in a terminated program, a shorter time limit may be imposed based on a study of the academic records of all students enrolled in the program. If a shorter time period is imposed, all students enrolled in the program will be notified of its length.
2. Students who, prior to the termination date had been enrolled in the terminated program or a Maryland community college articulated with the terminated program, but who subsequently interrupt their studies at the University of Maryland, College Park or the community college for one or more semesters will be allowed to enter or re-enter the program only if a careful analysis of their records by the appropriate dean indicates they will be able to complete the major requirements of the terminated program within the remaining time period specified.
3. When a program is terminated the University of Maryland, College Park will make a good faith effort to notify those students who had interrupted their studies in that program. As part of that good faith effort, the University of Maryland at College Park will publish in its re-enrollment forms, catalogues, and schedules of classes a statement advising returning students that programs may have been terminated and that the student needs to check the current status of the program.
4. At the end of the time period specified for completion of major requirements after the termination date of the program, the relevant department or college will evaluate the records of each student enrolled in the program for fulfillment of departmental major requirements and will notify students whether they have completed these requirements. Such notice shall be in writing and sent to the student's last known addresses.
5. When a degree program is terminated, the university will send notification of the time limit for completion of the major requirements to all students enrolled in the program at that time. It will also attempt to send notification to students who interrupted their studies while enrolled in the program in the preceding three years, insofar as such students can reasonably be identified. This notification will be sent to the students' last known addresses on file with the university. Such notifications also will be sent to the Maryland community colleges having programs articulated with the terminated program.

Appendix H: Policy for Student Residency Classification for Admission, Tuition and Charge-Differential Purposes

*Approved by the Board of Regents
August 28, 1990
Revised July 10, 1998*

I. Policy

It is the policy of the Board of Regents of the University System of Maryland to recognize the categories of in-state and out-of-state students for purposes of admission, tuition, and charge differentials at those institutions where such differentiation has been established. The student is responsible for providing the information necessary to establish eligibility for in-state status.

Students who are financially independent or financially dependent, as defined herein, shall have their residency classification determined on the basis of permanent residency which for purposes of this policy shall be determined by the criteria set forth in I. A. through E. below. A student will be assigned in-state status for admission, tuition, and charge differential purposes only if the student, or in the case of a financially dependent student, the student's parent, guardian or spouse fulfills all of the following.

- A. FOR AT LEAST TWELVE CONSECUTIVE MONTHS immediately prior to and including the last date available to register for courses in the semester/term for which the petition applies, the student, or if the student is financially dependent, the parent, guardian, or spouse MUST:
 1. Own and continuously occupy or rent living quarters in Maryland. There must exist a genuine deed or lease in the individual's name, reflecting payments/rents and terms typical of those in the community at the time executed. Persons not having such a lease may submit an affidavit reflecting payments/rents and terms, as well as the name and address of the person to whom payments are made which may be considered as meeting this condition. As an alternative to ownership or rental of living quarters in Maryland, a student may share living quarters in Maryland which are owned or rented and occupied by a parent, legal guardian, or spouse;
 2. Maintain within Maryland substantially all personal property;
 3. Pay Maryland income tax on all earned taxable income, including all taxable income earned outside the State;
 4. Receive no public assistance from a state other than the State of Maryland or from a city, county or municipal agency other than one in Maryland; and
 5. Have legal ability under federal and Maryland law to reside permanently in Maryland without interruption.
- B. FOR AT LEAST ELEVEN CONSECUTIVE MONTHS immediately prior to and including the last date available to register for courses in the semester/term for which the petition applies, the student, or if the student is financially dependent, the parent, guardian, or spouse MUST:
 1. Register all owned motor vehicles in Maryland; and
 2. Obtain a valid driver's license issued by the State of Maryland, if licensed to drive in any other jurisdiction.
- C. WITHIN TWELVE CONSECUTIVE MONTHS immediately prior to and including the last date available to register for courses in the semester/term for which the petition applies, the student, or if the student is financially dependent, the parent, guardian, or spouse must register to vote in Maryland, if registered in any other jurisdiction.
- D. A financially independent student classified as in-state loses that status at such time as the student no longer meets one or more of the criteria set forth in I. A. through C. A financially dependent student classified as in-state loses that status at such time as the parent, guardian, or spouse on whom the status was based no longer meets one or more of those criteria.
- E. In addition, the following categories of students shall be accorded the benefits of in-state status for the period in which any of the conditions apply:
 1. A full-time or part-time (at least 50 percent time) regular employee of the University System of Maryland;
 2. The spouse or dependent child of a full-time or part-time (at least 50 percent time) regular employee of the University System of Maryland;
 3. A full-time active member of the Armed Forces of the United States whose home of residency is Maryland or one who resides or is stationed in Maryland, or the spouse or a financially dependent child of such a person; and
 4. For UMUC, a full-time active member of the Armed Forces of the United States on active duty, or the spouse of a member of the Armed Forces of the United States on active duty; and
 5. A graduate assistant appointed through the University System of Maryland for the semester/term of the appointment. Except through prior arrangement, status is applicable only for enrollment at the institution awarding the assistantship.
- F. Students not entitled to in-state status under the preceding paragraphs shall be assigned out-of-state status for admission, tuition, and charge-differential purposes.

II. Procedures

- A. An initial determination of in-state status will be made by the University at the time a student's application for admission is under consideration. The determination made at that time, and any determination made thereafter, shall prevail for each semester/term until the determination is successfully challenged in a timely manner.
- B. A change in residency status must be requested by submitting a University System of Maryland "Petition for Change in Residency Classification for Admission, Tuition, and Charge Differential." A

student applying for a change to in-state status must furnish all required documentation with the petition by the last published date to register for the forthcoming semester/term for which a residency classification is sought.

- C. The student shall notify the institution in writing within fifteen (15) days of any change of circumstances which may alter in-state status.
- D. In the event incomplete, false, or misleading information is presented, the institution may, at its discretion, revoke in-state status and take other disciplinary actions provided for by the institution's policy. If in-state status is gained due to false or misleading information, the University reserves the right to retroactively assess all out-of-state charges for each semester/term affected.
- E. Each institution of the University System of Maryland shall develop and publish additional procedures to implement this policy. Procedures shall provide that on request the President or designee has the authority to waive any residency requirement as set forth in Section I, if it is determined that application of the criteria creates an unjust result. These procedures shall be filed with the Office of the Chancellor.

III. Definitions

- A. Financially Dependent: For purposes of this policy, a financially dependent student is one who is claimed as a dependent for tax purposes, or who receives more than one-half of his or her support from a parent, legal guardian, or spouse during the twelve (12) month period immediately prior to the last published date for registration for the semester or session. If a student receives more than one-half of his or her support in the aggregate from a parent and/or legal guardian and/or spouse, the student shall be considered financially dependent on the person providing the greater amount of support. The dependent relationship must have formally existed by legally contracted marriage or court order recognized under the laws of the State of Maryland for at least twelve (12) consecutive months immediately prior to and including the last date available to register for courses in the semester/term for which the petition applies.
- B. Financially Independent: A financially independent student is one who (1) declares himself or herself to be financially independent as defined herein; (2) does not appear as a dependent on the federal or State income tax return of any other person; (3) receives less than one-half of his or her support from any other person or persons; and (4) demonstrates that he or she provides through self-support one-half or more of his or her total expenses.
- C. Parent: A parent may be a natural parent, or, if established by a court order recognized under the law of the State of Maryland, an adoptive parent.
- D. Guardian: A guardian is a person so appointed by a court order recognized under the law of the State of Maryland.
- E. Spouse: A spouse is a partner in a legally contracted marriage as recognized under the laws of the State of Maryland.
- F. Self generated: Describes income which is derived solely from compensation for an individual's own efforts as evidenced, for example, by federal or state W-2 forms or IRS Form 1099 where interest income is based upon finances created from one's own efforts. For the purposes of this policy grants, stipends, awards, benefits, loans and gifts (including federal and state aid, grants, and loans) may not be used as self-generated income.
- G. Regular Employee: A regular employee is a person employed by the University System of Maryland who is assigned to a state budget line. Examples of categories NOT considered regular employees are graduate assistants, contingent employees, if-and-when-needed, and temporaries.

Appendix I: Undergraduate Student Grievance Procedure

Approved by the President August 1, 1991

I. Purpose

This procedure provides a means for an undergraduate student to seek redress for acts or omissions of individual faculty members as well as academic departments, programs, colleges, or divisions without fear of reprisal or discrimination.

II. Scope of Grievances: Expectations of Faculty and Academic Units

The scope of the matters which may constitute a grievance under this procedure is limited to believed violations of the expectations of faculty and academic units as set forth below.

A. Faculty

The following are considered to be reasonable expectations of faculty:

1. There shall be a written description at the beginning of each undergraduate course specifying in general terms the content and nature of assignments, examination procedures, and the basis for determining final grades. In cases where all or some of this information cannot be provided at the beginning of the course, a clear explanation of the delay and the basis of course development shall be provided.
2. There shall be reasonable notice of major papers and examinations in the course.
3. There shall be a reasonable number of recitations, performances, quizzes, tests, graded assignments and/or student/instructor conferences to permit evaluation of student progress throughout the course.
4. Unless prohibited by statute or contract, there shall be a reasonable opportunity to review papers and examinations after evaluation by the instructor, while materials are reasonably current.
5. There shall be a reasonable approach to the subject which attempts to make the student aware of the existence of different points of view.
6. There shall be reasonable access to the instructor during announced regular office hours or by appointment.
7. There shall be regular attendance by assigned faculty unless such attendance is prevented by circumstances beyond the control of the faculty member.
8. There shall be reasonable adherence to published campus schedules and location of classes and examinations. Classes not specified in the schedules are to be arranged at a mutually agreeable time on campus, unless an off-campus location is clearly justified.
9. Reasonable confidentiality of information gained through student-faculty contact shall be maintained.
10. There shall be public acknowledgement of significant student assistance in the preparation of materials, articles, books, devices and the like.
11. There shall be assignment of materials to which all students can reasonably expect to have access.

B. Academic Units

The academic units (programs, departments, colleges, schools, divisions) in cooperation with the Office of the Dean for Undergraduate Studies and the Office of Admissions and the Registrar's Office shall, whenever possible, provide the following:

1. Accurate information on academic requirements through designated advisors and referral to other parties for additional guidance.
2. Specific policies and procedures for the award of academic honors and awards, and impartial application thereof.
3. There shall be equitable course registration in accordance with University policy and guidelines.

III. Alternative Grievance Procedures

No other University grievance procedure may be used simultaneously or consecutively with the Undergraduate Student Grievance Procedure with respect to the same or substantially same issue or complaint, or with issues or complaints arising out of or pertaining to the same set of facts.

The procedures of the Human Relations Code and/or any University grievance procedure may not be utilized to challenge the procedures, actions, determinations or recommendations of any person(s) or board(s) acting pursuant to the Undergraduate Student Grievance Procedure.

IV. Limitations

Notwithstanding any provision of this Undergraduate Student Grievance Procedure to the contrary, the following matters do not constitute the basis for a grievance under this policy:

- A. Policies, regulations, decisions, resolutions, directives and other acts of the Board of Regents of the University of Maryland System, The Office of the Chancellor of the University of Maryland System, and the Office of the President of the University of Maryland College Park;
- B. Any statute, regulation, directive, or order of any department or agency of the United States or the State of Maryland;
- C. Any matter outside the control of the University of Maryland System;
- D. Course offerings;
- E. The staffing and structure of any academic department or unit;
- F. The fiscal management and allocation of resources by the University of Maryland System and the University of Maryland at College Park;
- G. Any issue(s) or act(s) which does (do) not affect the complaining party directly;
- H. Matters of academic judgment relating to an evaluation of a student's academic performance and/or academic qualifications; except that the following matters of a procedural nature may be reviewed under these procedures if filed as a formal grievance within thirty days of the first meeting of the course to which they pertain:
 1. Whether reasonable notice has been given as to the relative value of all work considered in determining the final grade and/or assessment of performance in the course. The remedy for a successful grievance based upon this subsection shall be the giving of notice by the instructor.
 2. Whether a reasonably sufficient number of examinations, papers, laboratories and/or other academic exercises have been scheduled to present the student with a reasonable opportunity to demonstrate academic merit. The remedy for a successful grievance under this subsection shall be the scheduling of such additional academic exercises as the instructor, in consultation with the department chair or dean, and upon consideration of the written opinion of the divisional hearing board shall deem appropriate.
9. "Class" grievances are not cognizable under these procedures. A screening or hearing board may, in its discretion consolidate grievances presenting similar facts and issues, and recommend generally applicable relief as it deems warranted;
10. There may be no challenge to the award of a specific grade under these procedures.

V. Finality

Any student who elects to use the Undergraduate Student Grievance Procedure agrees to abide by the final disposition arrived thereunder, and shall not subject this disposition to review under any other procedure within the University of Maryland System. For the purpose of this limitation, a student shall be deemed to have elected to utilize the Undergraduate Student Grievance Procedures at the time a written grievance is filed.

VI. Procedure for Grievance Involving Faculty Member or Academic Unit

A. Informal Resolution

The initial effort in all cases shall be toward achieving a resolution of the grievance through the following informal means:

1. Grievance Against an Individual Faculty Member

The student should first contact the faculty member, present the grievance in its entirety, and attempt a complete resolution.

If all or part of the grievance remains unresolved, the student may present the grievance to the immediate administrative supervisor of the faculty member.

A student may present a grievance directly to the instructor's supervisor if the instructor is not reasonably available to discuss the matter.

The supervisor shall attempt to mediate the dispute, and if a mutually acceptable resolution is reached, the case shall be closed.

2. Grievance Against an Academic Department

The student should contact the department head, director, or dean and present the grievance in its entirety.

The department head, director, or dean shall attempt a complete resolution of the dispute.

B. Formal Resolution

Divisional Screening Board

A student who has attempted informal resolution, and remains dissatisfied may obtain a formal resolution of a grievance pursuant to the following procedure:

1. The student shall file a written grievance with the Screening Board for Academic Grievances of the Division (hereinafter referred to as the divisional screening board).
2. The writing shall contain:
 - the act, omission, or matter which is the subject of the complaint;
 - all facts the student believes are relevant to the grievance;
 - the resolution sought;
 - all arguments in support of the desired solution.
3. A grievance must be filed in a timely manner or it will not be considered. In order to be timely, a grievance must be received by the appropriate divisional screening board within thirty days of the act, omission or matter which constitutes the basis of the grievance, or within thirty days of the date the student is first placed upon reasonable notice thereof, whichever occurs first. It is the responsibility of the student to insure timely filing.
4. The divisional screening board shall immediately notify an instructor or academic unit head of the a timely grievance. A copy of the grievance and all relevant material shall be provided.
5. The instructor or academic unit head shall make a complete written response to the divisional screening board within ten days of receipt of a grievance. In cases where a grievance is received within ten days of the final day of classes, a response is due within ten days of the beginning of the next semester in which the faculty member is working on campus. This extension is not available to persons whose appointments terminate on or before the last day of the semester in which the grievance is filed.
6. A copy of the faculty member's response shall be sent by the divisional screening board to the student filing the grievance.
7. The divisional screening board may request further written information from either party.
8. The divisional screening board shall review the case to determine if a formal hearing is warranted.

All or part of a grievance shall be dismissed if the divisional screening board concludes the grievance is:

- untimely,
- based upon a non-grievable matter,
- being concurrently reviewed in another forum,
- previously decided pursuant to this or any other review procedure,
- frivolous or filed in bad faith.

All or part of a grievance may be dismissed if the divisional screening board concludes in its discretion that the grievance is:

- insufficiently supported,
- premature,
- otherwise inappropriate or unnecessary to present to the divisional hearing board.

The divisional screening board shall meet to review grievances in private. A decision to dismiss a grievance requires a majority vote of at least three members.

If a grievance is dismissed in whole or in part, the student filing the grievance shall be so informed, and shall be given a concise written statement of the basis for the dismissal.

A decision to dismiss a grievance is final and is not subject to appeal.

9. If the divisional screening board determines a grievance to be appropriate for a hearing, the dean shall be informed. The dean shall convene a divisional hearing board within fifteen days thereafter. The time may be extended for good cause at the discretion of the dean.

C. Divisional Hearing Board

The following rules apply to the conduct of a hearing by the divisional hearing board:

1. Reasonable notice of the time and place of the hearing shall be provided to both parties. Notice shall include a brief statement of the allegations and the remedy sought by the student. Hearings shall be held on campus.
2. A record of the hearing, including all exhibits shall be kept by the chairperson of the screening board. All documents and materials filed with the divisional screening board shall be forwarded to the divisional hearing board, and shall become a part of the record.
3. Hearings are closed to the public unless a public hearing is specifically requested by both parties.
4. Presentation of Evidence

Each party shall have the opportunity to make an opening statement, present written evidence, present witnesses, cross-examine witnesses, offer personal testimony, and such other material as is relevant.

Incompetent, irrelevant, immaterial and unduly repetitious evidence may be excluded by the chairperson of the hearing board.

It is the responsibility of each party to have their witnesses available and to be completely prepared at the time of the hearing. The student shall present the case first, and the faculty member shall respond.

Upon completion of the presentation of all evidence, both parties shall be given the opportunity to present oral arguments and make closing statements within the time limits set by the chairperson of the hearing board.

Upon the request of either party, all persons to be called as witnesses shall be sequestered.

Each party may be assisted in the presentation of the case by a student or faculty member of his/her choice.

It is the responsibility of the chairperson of the hearing board to manage the hearing, and to decide all questions relating to the presentation of evidence and appropriate procedure, and the chairperson is the final authority in such matters except as established herein. The chairperson may seek the advice of UMCP counsel.

The hearing board shall have the right to examine any person or party testifying before it, and on its own motion, may request the presence of any person for the purpose of testifying and the production of evidence.

5. The above enumerated procedures and powers of the divisional hearing board are non-exclusive. The chairperson may take any such action as is reasonably necessary to facilitate the orderly and fair conduct of the hearing which is not inconsistent with the procedures set forth herein.
6. Upon completion of the hearing, the hearing board shall meet privately to consider the validity of the grievance. The burden of proof rests with the student to show by a preponderance of the evidence that a substantial departure from the expectations set forth in section "B" above has occurred, and that has operated to the actual prejudice and injury of the student.

A decision upholding a grievance shall require the majority vote of at least three members of the divisional hearing board.

A decision of the hearing board shall address only the validity of the grievance. The decision shall be forwarded to the dean in written opinion. In the event the decision is in whole or in part favorable to the student, the hearing board may submit an informal recommendation concerning relief believed to be warranted based upon the facts presented at the hearing.

7. The dean shall immediately, upon receipt of the written opinion, forward copies to the student and the faculty member or head of academic unit. Each party has ten days from the date of receipt to file a written appeal with the dean.
8. Appeals

The appeal shall be in writing and set forth in complete detail the grounds for the appeal.

A copy of the appeal shall be sent to the opposing party, who shall have ten days following receipt to respond in writing to the dean.

The sole grounds for appeal shall be:

- a substantial prejudicial procedural error committed in the conduct of the hearing in violation of the procedures established herein. Discretionary decisions of the chairperson shall not constitute the basis of an appeal.
 - the existence of new and relevant evidence of a significant nature which was not reasonably available at the time of hearing.
9. In the absence of a timely appeal, or following receipt and consideration of all timely appeals, the dean may:
 - dismiss the grievance, grant such redress as is believed appropriate,
 - reconvene the divisional hearing board to rehear the grievance in part or whole and/or to hear new evidence,
 - convene a new divisional hearing board to rehear the case in its entirety.
 10. The dean shall inform all parties of the decision in writing and the grievance shall thereafter be concluded. The decision of the dean shall be final and binding, and not subject to review or appeal.

In non-departmental colleges, the Dean for Undergraduate Studies shall assume the duties of the dean for purposes of this procedure.

VI. Grievance Procedures Against the Dean for Undergraduate Studies

A. Informal Resolution

The initial effort in all cases shall be to achieve resolution of the grievance through informal means.

1. The student should first contact the administrative dean, present the grievance in its entirety, and attempt a complete resolution.
2. If any portion of the grievance remains unresolved, the student may present such part to the Vice President for Academic Affairs. A grievance may be initially presented to the Vice President for Academic Affairs if the dean is not reasonably available to discuss the matter.
3. The Vice President shall attempt to mediate the dispute. Should a mutually acceptable resolution be reached, the case shall be closed.

B. Formal Resolution

Should a student remain dissatisfied with the disposition of the grievance following attempts at informal resolution, a formal resolution may be obtained pursuant to the following procedure:

1. The student shall file with the President a timely written grievance.
2. The writing shall contain:
 - the act, omission or matter which is the subject of the complaint,
 - all facts the student believes to be relevant to the grievance,
 - the resolution sought,
 - all arguments upon which the student relies in seeking such resolution.
3. No grievance will be considered unless it is timely.

In order to be timely, a grievance must be received by the President within thirty days of the act, omission or matter which is the basis for the grievance, or within thirty days of the date the student is first placed upon reasonable notice thereof, whichever is later.

It is the responsibility of the student to ensure timely filing of the grievance.

4. Upon receipt of a timely grievance, the President shall forward the grievance to a divisional screening board of a division other than the one from which the grievance has arisen.

The divisional screening board shall immediately notify the administrative dean against whom the grievance has been filed and provide a copy of the grievance and all relevant materials.

5. The administrative dean against whom the grievance has been filed shall respond in writing to the divisional screening board within ten days. In the event the grievance is received by the administrative dean after the last day of classes of a semester, the time for written response shall be ten days after the first day of classes of the semester immediately following.

A copy of the response from the administrative dean shall be sent to the student.

6. In its discretion, the divisional screening board may request further written submissions from the student and/or the administrative dean.
7. The divisional screening board shall review and act upon a grievance against an administrative dean in the same manner and according to the same requirements as for the review of grievances against faculty members, academic departments, programs and colleges set forth in this procedure.
8. If the divisional hearing board determines that a grievance is appropriate for a hearing, the President shall be so informed.
The President shall convene a campus hearing board within fifteen days to hear the grievance. This time may be extended for good cause at the discretion of the President.
9. The campus hearing board shall conduct a hearing in accordance with the rules established in this procedure for the conduct of hearings by divisional hearing boards.
Upon completion of a hearing, the campus hearing board shall meet privately to consider the grievance in the same manner and according to the same rules as set forth for the consideration of grievances by divisional hearing boards, except that the decision shall be forwarded to the President.
In the event the campus hearing board decides in whole or on part in favor of the student, it may submit an informal recommendation to the President with respect to such relief as it may believe is warranted by the facts as proven in the hearing.
10. The President shall immediately, upon receipt of the written opinion, forward copies to the student and the administrative dean. Each party shall have ten days from the date of receipt to file an appeal with the President.
11. Appeal

Each party has ten days from receipt of the written decision to file an appeal with the President.

The grounds for an appeal shall be the same as those set forth in this procedure for appealing a decision of a divisional hearing board.

The appeal shall be in writing, and set forth in complete detail the grounds relied upon. A copy of the appeal shall be sent to the opposite party, who shall have ten days following receipt to file a written response with the President.

12. In the absence of a timely appeal, or following receipt and consideration of all timely appeals and responses, the President may:
 - dismiss the grievance
 - grant such redress as is believed appropriate.
 - reconvene the campus hearing board to rehearse the grievance in whole or in part and/or review new evidence
 - convene a new campus hearing board to rehear the case in its entirety.
13. The President shall inform all parties of the decision in writing, and the grievance shall be thereafter concluded. The decision of the President is final and binding, and is not subject to appeal or review.

VII. Composition of Screening and Hearing Boards

The following procedures are directives only, and for the benefit and guidance of deans and the President in the selection and establishment of divisional and campus hearing boards. The selection and establishment of a board is not subject to challenge by a party, except that at the start of a hearing, a party may challenge for good cause a member or members of the hearing board before whom the party is appearing. The chairperson of the hearing board shall consider the challenge and may replace any member where it is believed necessary to achieve an impartial hearing and decision.

A. Divisional Screening Boards for Academic Grievances

1. Prior to the beginning of each academic year, the divisional council of each division shall choose at least fifteen faculty members and fifteen students to be eligible to serve on boards considering academic grievances from that division. Concurrently, it shall choose three other faculty members to be eligible to serve on boards considering academic grievances for the Administrative Dean for Undergraduate Studies. The names shall be forwarded to the Administrative Dean.
2. Prior to the beginning of each academic year, the Administrative Council of the Administrative Dean for Undergraduate Studies shall choose at least fifteen students to be eligible to serve on a screening board to review grievances arising within academic units under the administration of the Administrative Dean for undergraduate studies. These names shall be forwarded to the Administrative Dean.

B. Establishment of Screening Boards

1. Upon receipt of the names of the designated faculty and students, the dean shall appoint a five member divisional screening board. The screening board shall consist of three faculty members and two students, and each shall serve for the academic year or until a new board is appointed by the dean, whichever occurs later. The dean shall also designate two alternate faculty members and two alternate students from the names presented by the divisional council.

The dean shall designate one of the faculty members to be the chairperson of the divisional screening board.

Members of the divisional screening board shall not serve on a divisional hearing during the same year, except that the alternate members may serve on a hearing board other than one considering a case in which the member has previously been involved in the screening process.

A member of the divisional screening board shall not review a grievance arising out of his/her own department or program, in such instance, an alternate member shall serve.

2. Upon receipt of the names of the faculty members designated by each divisional council and students designated by the administrative council, the Administrative Dean for Undergraduate Studies shall appoint a five member screening board to review grievances arising within the academic units under his/her administration.

C. Divisional Hearing Boards for Academic Grievances

For each grievance referred by the divisional screening board, the dean shall appoint a five-member divisional hearing board.

The divisional hearing board shall be composed of three faculty members and two students selected by the dean from among those names previously designated by the divisional screening board. The dean shall designate one faculty member as chairperson.

No faculty member or student shall be appointed to hear a grievance arising out of his/her own department or program.

The Administrative Dean for Undergraduate Studies shall appoint in the same manner, a hearing board to hear each grievance referred by the screening board reviewing grievances arising from the academic units under his/her administration. The members of the hearing board shall be selected from among those names previously forwarded to the Administrative Dean for Undergraduate Studies by the divisional councils and from those who have not been appointed to the screening board.

D. Campus Hearing Board for Academic Grievances

For each case referred by a divisional hearing board to the President for a hearing, the President shall appoint a five-member campus hearing board. The campus hearing board shall be composed of three faculty members and two students selected by the President from among those names designated by the divisional councils and remaining after the establishment of screening boards.

The President shall designate one faculty member as chairperson.

No faculty member or student shall be appointed to hear a grievance arising out of his/her own division or administrative unit.

VII. Definitions

- A. Day refers to days of the academic calendar, not including Saturdays, Sundays, or holidays observed by UMCP.

- B. Party refers to the student and the individual faculty member or head of the academic unit against whom the grievance is made.

Appendix J: Procedures for Review of Alleged Arbitrary and Capricious Grading

Approved by President
December 4, 1990

I. Purpose

The following procedures are designed to provide a means for undergraduate students to seek review of final course grades alleged to be arbitrary and capricious. Before filing a formal appeal, students are urged to resolve grievances informally with the instructor and/or the administrator of the academic unit offering the course. Students who file a written appeal under the following procedures shall be expected to abide by the final disposition of the appeal, as provided in Paragraph E, below, and shall be precluded from seeking review of the matter under any other procedure within the University.

II. Definitions

When used in these procedures

- A. The term "arbitrary and capricious" grading means:
 1. the assignment of a course grade to a student on some basis other than performance in the course; or,
 2. the assignment of a course grade to a student by resorting to unreasonable standards different from those which were applied to other students in that course; or,
 3. the assignment of a course grade by a substantial, unreasonable and unannounced departure from the instructor's previously articulated standards.
- B. The words "day" or "days" refer to normal working days at the University, excluding Saturdays, Sundays and University holidays.
- C. The word "administrator" is defined as the administrative head of the academic unit offering the course.

III. PROCEDURES

- A. A student who believes his/her final grade in a course is improper and the result of arbitrary and capricious grading should first confer promptly with the instructor of the course. If the instructor has left the University, is on approved leave, or cannot be reached by the student after a reasonable effort, the student shall consult with the administrator. If the student and the instructor or administrator are unable to arrive at a mutually agreeable solution, the student may file an appeal within twenty days after the first day of instruction of the next semester (excluding summer terms) to a standing committee consisting of three tenured faculty members of the academic unit offering the course. If the instructor of the course is a member of the committee, that instructor shall be disqualified and replaced by a tenured faculty member selected by the administrator.
- B. The student shall file an appeal by submitting to the committee a written statement detailing the basis for the allegation that a grade was improper and the result of arbitrary and capricious grading, and presenting relevant evidence. The appeal shall be dismissed if:
 1. the student has submitted the same, or substantially the same complaint to any other formal grievance procedure; or,
 2. the allegations, even if true, would not constitute arbitrary and capricious grading;
 3. the appeal was not timely; or,
 4. the student has not conferred with the instructor or with the instructor's immediate administrative supervisor, in accordance with Paragraph A of these procedures.
- C. If the appeal is not dismissed, the committee shall submit a copy of the student's written statement to the instructor with a request for a prompt written reply. If it then appears that the dispute may be resolved without recourse to the procedures specified in Paragraph D, below, the committee will attempt to arrange a mutually agreeable solution.
- D. If a mutually agreeable solution is not achieved, the committee shall proceed to hold an informal, non-adversarial fact-finding meeting concerning the allegations. Both the student and the instructor shall be

entitled to be present throughout this meeting and to present any relevant evidence, except that the student shall not be present during the discussion of any other student. Neither the student nor the faculty member shall be accompanied by an advocate or representative. The meeting shall not be open to the public.

- E. The committee shall deliberate privately at the close of the fact-finding meeting. If a majority of the committee finds the allegation supported by clear and convincing evidence, the committee shall take any action which they feel would bring about substantial justice, including, but not limited to:
 1. directing the instructor to grade the student's work anew; or
 2. directing the instructor to administer a new final examination or paper in the course; or
 3. directing the cancellation of the student's registration in the course; or
 4. directing the award of a grade of "pass" in the course, except that such a remedy should be used only if no other reasonable alternative is available. The committee is not authorized to award a letter grade or to reprimand or otherwise take disciplinary action against the instructor. The decision of the committee shall be final and shall be promptly reported in writing to the parties. The administrator of the academic unit shall be responsible for implementing the decision of the committee.

Appendix K: Policy on Participation by Students in Class Exercises That Involve Animals

Students who are concerned about the use of animals in teaching have the responsibility to contact the instructor, prior to course enrollment, to determine whether animals are to be used in the course, whether class exercises involving animals are optional or required and what alternatives, if any, are available. If no alternatives are available, the refusal to participate in required activities involving animals may result in a failing grade in the course. Departments including courses where animals are used must actively inform students of such courses, including but not limited to, notices in the catalog.

The University of Maryland, College Park, affirms the right of the faculty to determine course content and curriculum requirements. The University, however, also encourages faculty to consider offering alternatives to the use of animals in their courses. In each course, the instructor determines whether the use of animals in the classroom exercises will be a course requirement or optional activity. The following departments currently have courses that may require animals to be used in class activities: Animal Sciences, Nutrition and Food Science, Microbiology, Poultry Science, Psychology, Veterinary Medicine, and Zoology.

Committee on Academic Procedures and Standards
April 27, 1990

Appendix L: Completion of Interrupted Degree

Students whose registration at the University of Maryland, College Park, has lapsed for more than 10 years shall be required to complete a minimum of 15 credit hours at College Park after their return to campus in order to earn a baccalaureate degree.

Recommendations about courses needed to satisfy the remaining degree requirements will be made at the department level, with approval of the Dean's Office required. The reason for requiring these credits is that many fields change sufficiently in 10 years to require that students take current courses if they are to be awarded a current degree. Exceptions to the requirement for a minimum of 15 credits earned at College Park upon return to the campus can be recommended by the Deans for approval in the Office of the Vice President for Academic Affairs.

College Park Senate
October 1995

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Division of University Relations
Office of University Publications 6/00
University of Maryland
College Park, MD 20742

Project Manager: Dianne T. Burch
Editor: Nina Harris, Undergraduate Studies
Assistant Editor: Ashley B. Coleman
Photographs: John T. Consoli, Cameron Davidson,
Michael Morgan, Mark Nystrom and Scott Suchman



UNIVERSITY OF
MARYLAND

College Park, MD 20742